



# **2018 Performance Accountability Report Maryland Public Colleges and Universities**

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2018 Performance Accountability Report  
Volume 2

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# **COMMUNITY COLLEGES**

# ANNE ARUNDEL COMMUNITY COLLEGE

## MISSION

With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible and innovative lifelong learning opportunities.

### College Vision

Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

### Philosophy

Anne Arundel Community College strives to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally, and economically satisfying relationship with society.

## INSTITUTIONAL ASSESSMENT

In FY 2017, Anne Arundel Community College (AACC) launched its new strategic plan, *Engagement Matters: Pathways to Completion (2017-2020)*. Engagement Matters includes an intentional and focused approach on institutional assessment. The main purpose of the strategic plan is to “increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence”. The institutional focus on access, equity, high-quality learning opportunities, and completion aligns well with the *2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt*. The three institutional goals in *Engagement Matters* are:

- Goal 1: Engagement & Entry - Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.
- Goal 2: Progress - Increase progress of all students through a college-wide emphasis on equity, student success, and academic excellence.
- Goal 3: Completion - Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

All the goals and objectives in the plan support activities that have a role in strengthening interventions and pathways for students as they strive toward completion of a degree or certificate, with an emphasis on learning. Over the past several years, the college has focused on planning and implementation of strategies which comprise a new student first-year experience for Fall 2018. Those initiatives were placed into divisional plans for offices to implement and/or delegated to appropriate standing committees on campus for implementation. The college tracked progress by requiring individuals, assigned to lead implementation, with providing

quarterly reports. The college community can view status updates on implementation by accessing a data dashboard (from the college Intranet) which graphically illustrates progress. One of the more complex endeavors undertaken by the college was the intentional redesign of the college admissions process from the point of application through all the steps (testing, advising, orientation and registration), leading to attending one's first class and beyond. The college has also launched Fields of Interest beginning Fall 2018 to help students more quickly access the pathway that best fits their interests and goals. The 11 broad Fields of Interest include: Architecture and Interior Design; Business; Engineering and Math; Health and Human Services; Hospitality Management and Culinary Arts; Humanities and Social Science; Law and Criminal Justice; Science; Teacher Education; Technology; and Visual Arts. For students who remain undecided, there are general exploration options.

## **Student Characteristics**

Permeating every goal of the college's strategic plan is a commitment to equity, which is vital because as demonstrated in the PAR data, AACC serves an increasingly diverse student population. In Fall 2017, 36.8% of our credit student body was nonwhite students compared to 33.3% in Fall 2014 (Ind. 10a). Of the credit students at AACC, 29.9% received some form of loans, scholarships and/or need-based financial aid (Ind. E).

The college strives to create a welcoming and accepting climate that supports the growth and development of all community members. In 2014, the college established a Diversity Office, headed by the Chief Diversity Officer (CDO). This office works to improve the cultural competence of each employee on campus and to establish a welcoming environment for all students and employees. The President, Vice Presidents and CDO provide leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive and respectful. The CDO spearheads many efforts and develops collaborations with internal and external partners to create positive interactions and cultural awareness among students, staff and faculty on campus.

The college also offers several support programs to support historically underrepresented and underprepared groups, including the Student Achievement and Success Program, which targets first-generation and minority students; the Summer Bridge program for African-American students; and the Adelante Bridge Program for Hispanic/Latino students. As needed, international students are provided with English Basic Skills courses and English as a Second Language tutoring. AACC's Disability Support Services office provides a range of accommodations to ensure that students with disabilities have equal access to educational opportunities.

The Military Veterans Resource Center serves as the initial point of contact for prospective and returning military/veteran students and their family members. The Military Veterans Resource Center provides a variety of services and resources to students including general college assistance from peer counselors, admissions, advising, enrollment and VA benefit assistance, college and community referrals, career services, and a food pantry. To further assist military and veteran students, a Memorandum of Understanding (MOU) was established with the Annapolis Vet Center to offer combat counseling services on campus.

The majority of AACC's student population attends part-time, comprising 71.4% of enrolled credit students (Ind. A), a slight decrease from Fall 2016 (71.9%). In Spring 2016, 25.3% of credit students were first-generation college students (Ind. C). Credit students with developmental education needs at entry totaled 62% (Ind. B). Between FY 2014 and FY 2017 there has been over a 19% increase in unduplicated headcount (from 1,643 to 1,996) in English for Speakers of Other Languages (ESOL) courses (Ind. D). Of credit students, 35.4% are 25 years of age or older (Ind. Fa.). Of continuing education students, 81.2% are 25 years of age or older (Ind. Fb). Of credit students, 56% work more than 20 hours per week (Ind. G).

**State Plan Goal 1. Access. Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

As emphasized in the State Plan for Postsecondary Education, AACC works to “ensure equitable access to affordable education” and that more students are prepared for postsecondary education via strong partnerships with secondary and other community partners. College and county school system leaders meet regularly to identify and initiate high-need improvement projects that effectively address pressing needs and facilitate a coherent, seamless lifelong learning continuum. There are currently over 90 pathways from Anne Arundel County Public Schools (AACPS) into AACC associate degrees and certificates. AACC currently offers 46 degrees, 62 credit certificates and extensive lifelong learning opportunities and noncredit continuing professional education courses to a diverse population seeking career training or retraining, working to boost basic skills, or pursuing new areas of interest. As mentioned earlier, the college has launched Fields of Interest beginning Fall 2018 to help students more quickly access the pathway that best fits their interests and goals. For students who remain undecided, there are general exploration options where students can take courses within a Field of Interest and can switch programs where all courses are applicable to other programs within that Field of Interest. The college has enhanced its onboarding experience to include advising by Field of Interest, engaging with faculty liaisons by Field of Interest, readiness navigators who ensure new students are completing all the steps necessary to enroll at the college, and orientation that includes introduction to Fields of Interest.

As a public, comprehensive, open admission institution committed to affordable education, the Board of Trustees of AACC recognizes the significance of keeping tuition and fees for credit and continuing education courses/programs affordable. This commitment calls for implementing new and creative strategies to save students money and time on their way to completion of a certificate, certification, or degree. As such, AACC extends non-traditional programming to enhance, accelerate, and lower the overall cost of credential attainment. The college is a leader in creating innovative ways to help students attain credentials and degrees by offering dual enrollment opportunities, college preparatory courses, new delivery formats for developmental education courses, financial aid literacy and financial planning seminars for students and their families, and a variety of non-traditional modes of course and program scheduling and delivery. AACC actively encourages enrollment of first-generation college and minority students and works to minimize achievement gaps in the success of both.

#### Indicators Positively Influencing Access Include:

- Market share of first-time, fulltime freshmen remained stable from Fall 2016 (46.6%) to Fall 2017 (46.9%) (Ind. 2).
- A 3.5% increase in high school enrollment, from 1,006 in Fall 2016 to 1,042 in Fall 2017 (Ind. 5).
- Enrollments in continuing education online courses increased to 8,292 in FY 2017 from 8,104 in FY 2016 (Ind. 6b).
- Tuition and Fees indicator held steady at 44.3% in both FY 2017 and FY 2018 (Ind. 7).
- Over 2.5% increase in annual course enrollments in continuing education community service and lifelong learning courses from 32,887 in FY 2016 to 33,781 in FY 2017 (Ind. 8b).
- Between Fall 2014 and Fall 2017, the percent of nonwhite credit enrollment increased from 33.3% to 36.8% (Ind. 10a). Percentage of nonwhite continuing education enrollment increased from 34.6% in FY 2014 to 37.8% in FY 2017 (Ind. 10b). AACC's 36.8% of nonwhite credit enrollment is greater than the 29.2% of nonwhite adults (18 and older) in AACC's service population in July 2017 (Ind. 10c).
- The percentage of minorities that are full-time faculty held steady between Fall 2016 (19%) and Fall 2017 (18.8%) (Ind. 11).
- Minority representation among full-time administrative and professional staff increased from 15% in Fall 2016 to 17.4% in Fall 2017 (Ind. 12).

The college continues to work on the following indicators:

- While annual unduplicated headcount decreased from 46,877 in FY 2016 to 45,045 in FY 2017, the decline was less (about 4%) compared to the decline from FY 2016 to FY 2015 (over 7%) (Ind. 1).
- Market share of part-time undergraduates saw a slight decline to 71.7% in Fall 2017 from 72.8% in Fall 2016 (Ind. 3).
- The market share of recent, college-bound high school graduates declined from 65.3% in Fall 2015 to 60% in Fall 2016 (Ind. 4).
- Enrollments in online credit courses declined from 25,528 in FY 2016 to 23,871 in FY 2017 (Ind. 6a).

#### **State Goal 2. Success. Promote and implement practices and policies that will ensure student success.**

The college strives to create a welcoming and accepting climate that supports the growth and success of all students. Pathways have been developed to assist students in identifying career and academic goals, with a focus on open access and reducing time to completion. In addition to advisors partnering with faculty liaisons to host Fields of Interest breakout sessions during orientation, advisors are assigned to students by Field of Interest. Personal and career counselors have been assigned to students who chose general exploration (and thus are undecided on a career/major) at time of application. These counselors help students assess interest, values and skills with the goal of declaring a major or discipline-specific explore program. Advisors have



created first-term course recommendations for every major and explore program, and will work with Student Success (ACA 100) instructors to assist students in mapping a program through completion. This 1-credit course is designed to set students up for success via better study skills, time management, and setting realistic academic and career goals. Students also prepare a clear academic plan to guide them. Further, pathways relevant to each Field of Interest are ready for implementation in each of the related disciplines. These pathways seek to accelerate students to credit coursework, while focusing on their long-term academic passions.

AACC recognizes and is working diligently to close achievement gaps between different demographic groups of students as part of its commitment to student success. The college is part of the Achieving the Dream national initiative to improve student success among low-income students and students of color. As part of this initiative and strategic plan implementation, the college has redesigned developmental English and math courses, and revamped orientation, advising, and eliminated late registration. To further reduce equity gaps in student success, the college is providing greater access to open educational resources.

In FY 2016, 97.5% of graduates reported satisfaction with their educational goal achievement at AACC (Ind. 22). On the non-returning student survey, 81.8% of students reported satisfaction with their educational goal achievement (Ind. 23). Further, graduate satisfaction with preparation for transfer increased significantly to 94.4% in 2016, up from 84% in 2014 (Ind. 24). AACC students continue to perform well at their transfer institutions with 85.9% receiving a grade of C or above (Ind. 26).

AACC offers 11 credit academic programs requiring external licensing and/or certification upon completion of the program. All programs saw an increase in pass rates from FY 2016 to FY 2017 (two had 100% pass rate in FY 2016). Three programs in FY 2017: Radiological Technology, Medical Assisting and Pharmacy Technician had 100% pass rates (Ind. 25g, i, k). Six programs had pass rates 90% or over: Nursing (98%); Physical Therapy Assistant (96.4%); Physician Assistant (93%); Therapeutic Massage (93%); Medical Laboratory Technician (92%); and EMT-Paramedic (90%) (Ind. 25c,d,e,f,h,l).

Other Indicators Positively Influencing Success Include:

- Fall-to-Fall retention rate for developmental students in the Fall 2016 cohort saw an increase to 61.0% (Ind. 13a) from the Fall 2015 cohort (59.2%) and retention for college-ready students for the Fall 2016 cohort (68.4%) saw an increase from the Fall 2015 cohort (66%) (Ind. 13b).
- Developmental completers after four years saw an increase from 44.5% for the Fall 2013 cohort from 41.6% for the Fall 2012 cohort (Ind. 15).
- Successful-persister rates after four years for all students in the Fall 2013 cohort have steadily increased to 74.1% from 72% for the Fall 2010 cohort (Ind. 16d).
- The graduation-transfer rate after four years for developmental completers in the Fall 2013 cohort (56.3%) held steady from the Fall 2012 cohort (Ind. 18b).
- The college continues to focus the vast majority of its expenditure dollars toward instruction (Ind. 27a).

The college continues to work on the following indicators:

- There was a decrease in Fall-to-Fall retention of Pell Grant recipients for the Fall 2016 cohort to 59.3% (Ind. 14a).
- 2,398 degrees and certificates were awarded in FY 2017, down from 2,451 in FY 2016 (Ind. 20d).
- Science, Technology, Engineering and Mathematics (STEM) programs had 743 credit awards and credit enrollment of 4,056 in FY 2017, both down from FY 2016 (Ind. 21 a,b).

### **Response to MHEC Assessment**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** *“In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators. In its 2017 Performance Accountability Report, the College provided an analysis of the factors that may have affected persistence, transfer and graduation outcomes for African American students, noting a number of initiatives recently put in place. Among them was the use of “equity-focused dashboards...that allow users to access achievement gaps college-wide, by programs or by courses. The intent is that data will be widely and easily accessible making the focus on achievement gaps inescapable for the college community.” What are some preliminary findings the College can report on the use of these dashboards to address issues of equity and achievement gaps? How are campus stakeholders using the data dashboards?”*

**Response:** AACC continues to address achievement gaps. The college has undergone a major transformation in how data is shared and utilized. Data reflect characteristics of the student body, and its progression to completion can be disaggregated by any combination of race/ethnicity, gender, or Pell status via data visualization software that includes a series of interactive, easily accessible dashboards. The dashboards provide simple visuals for real-time analysis of enrollment, retention, and completion, allowing for mid-course corrections. Because the dashboards are dynamic and allow for visualization of institutional, school, program and course-level data to be examined, all sectors of the college are looking at them as appropriate. As a result of sharing data at the course, program, and institutional levels, faculty, staff, and administrators have found a common purpose and a mutual understanding of the critical need to eradicate pervasive equity gaps. New dashboards also track fourteen institutional key performance indicators, helping to focus the college on disaggregated rates of progression and completion. Dashboards are coupled with training and guidance for faculty and staff, benchmarks are set, and departments work towards achieving these benchmarks. This includes

focus on learning outcomes and where improvements must be made down to the course level to better support all students as pass rates are now disaggregated by race across all programs. Further, equity gaps in developmental and gatekeeper courses are better monitored and disseminated widely. Employees are constantly challenged to be informed participants in discussions. Questions about data can be fact checked in real-time during meetings via interactive dashboards. Such an approach has shifted the culture, empowering departments to access and use data to support continuous improvement while also attending to equity in their conversations. The focus on achievement gaps has become inescapable for the college community.

**State Goal 3. Innovation. Foster innovation in all aspects of Maryland higher education to improve access and student success.**

As emphasized in the State Plan for Postsecondary Education, AACC works to “be innovative by being both flexible and sustainable...and more nimble in responding to student needs”. Other innovative initiatives recently implemented to improve access and student success include focused efforts on narrowing equity gaps through model courses. Model courses include high-enrolled, but lower-success gateway courses. These courses are delivered using high-impact practices in the classroom developed by faculty in those disciplines. Practices include instruction, curriculum that represents diverse identities, engaging group assignments, and more. To further reduce the equity gaps in student success, AACC is providing greater access to open educational resources to lower textbook costs for students. Further, the college has implemented a new and improved Faculty Referral System. After discussion with students, faculty and staff, recommendations were implemented to make the Faculty Referral System more flexible and descriptive for the approach students must take to improve their learning. Moreover, AACC is working with AACPS to consider new strategies for offering college courses in high schools.

The most recent alumni survey indicated 82.8% of AACC graduates are satisfied with their educational achievements at the college (Ind. 29). This is the highest rate of satisfaction since 2008. Further, 77.7% of full-time employed career program graduates reported working in a field related to their major (Ind. 28). This is an increase from 71% in the 2014 Alumni Survey.

**Other Indicators Positively Influencing Innovation:**

- In FY 2017, the college had an unduplicated annual headcount of 18,324 individuals enrolled in contact training courses, up significantly from 14,483 in FY 2016 (Ind. 33a).
- Employer satisfaction with contract training remains at 100% (Ind. 34).

**The college continues to work on the following indicators:**

- In FY 2017, the college had an unduplicated annual headcount of 16,013 individuals enrolled in continuing education workforce development courses, equating to 34,949 annual course enrollments, both down from FY 2016 (Ind. 30a,b).
- Enrollment in Continuing Professional Education leading to a government or industry-required certification or licensure saw a decline from 3,909 in FY 2016 to 3,365 in FY

2017 (Ind. 31a). For this same time period, annual course enrollments decreased from 7,741 to 6,670 (Ind. 31b).

- The number of business organizations provided training and services under contract decreased from 112 in FY 2016 to 102 in FY 2017 (Ind. 32).

## **COMMUNITY OUTREACH AND IMPACT**

The mission of AACC clearly identifies the importance of, and commitment to, assuring support of the diverse needs of Anne Arundel County and the areas surrounding the county. The college's leadership team places strong emphasis on employees supporting and engaging with the community via service on dozens of local, regional and national boards. AACC received the Community Engagement Classification by the Carnegie Foundation. The elective classification recognizes applicants for excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement. The college is one of only 20 community colleges in the nation to hold this designation. Further, the college received the President's Higher Education Community Service Honor Roll award for the ninth consecutive year from the Corporation for National and Community Service. The Honor Roll is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Honorees are chosen based on scope and innovation of service projects, student participation rates, incentives for service and the commitment to academic service-learning courses.

AACC's Sarbanes Center for Public and Community Service provides leadership and support for community-based learning and scholarly outreach. Collaborating with the community, the center designs and develops mutually beneficial opportunities for over 800 students a year to work with 175 community partners in order to enhance learning beyond the classroom, encourage civic participation, and contribute to the greater good. The Sarbanes Center Partner of the Year project brings together all of the resources of the center in a year-long collaboration to make a greater impact in the community. A community partner is selected through an application process, and community-based activities are designed to engage students in outstanding and relevant real-world learning experiences while also meeting the needs of the community partner. The FY 2018 Partner of the Year was Seeds 4 Success whose mission is to provide children from low-income communities with the skills and support to achieve success in school and life. Previous Partners of the Year were: Hope for All, Hospice of the Chesapeake, Rebuilding Together, Centro de Ayuda and Partners in Care.

The college also conducted service-learning events – the Clothesline Project, the Global Giving Market and the Campus that Cares Day – engaging students in interdisciplinary activities and engaging departments across the campus in activities that enhanced student learning, fostered employee collaboration and met community needs. At three community service fairs, nearly 80 nonprofit organizations shared information about community resources and volunteer opportunities. The college also provided data and analysis in community outreach efforts to a dozen community-based organizations and media outlets sharing insight on local, regional and national issues.

AACC employees led several fundraising drives to support community organizations and to meet the needs of community residents including: Empty Bowls service-learning projects that offer student-prepared soups and bread to the college community while bringing awareness to local hunger issues facing community residents; providing Thanksgiving meals for families in the county; and supplying backpacks with school supplies for students in AACPS.

Other college outreach activities included:

- Participated in the Maryland Public Television “Ways to Pay for College” television broadcast;
- Conducted Annual College Fair for over 900 students and parents, 136 college/university representatives, and 30 AACC departments;
- Conducted several job fairs that served hundreds of community members;
- Hosted AACPS Hispanic Youth Mini Symposium, 250 students participated;
- Partnered with AACPS and Accessible Resources for Independence to offer “What’s next?” to 85 students with disabilities and their families;
- Signed a two-year agreement with Anne Arundel County Department of Public Works for monitoring water quality of Bear Neck Creek of the Rhodes River;
- Partnered with the AACC Foundation to feature Helplink as part of the October 2017 *All In Giving Challenge*;
- Partnered with AACC Foundation and BB&T Bank to implement a financial literacy program;
- Partnered with the Anne Arundel County Health Department on Naloxine dosages, to locate dosages strategically throughout the college and assign doses to be carried by most police officers.

The AACC Regional Higher Education Center at Arundel Mills is home to the AACC University Consortium. Students may begin selected degree programs in their first year at AACC and continue attending courses at Arundel Mills through the baccalaureate degree level and beyond. Partner institutions offer baccalaureate, graduate and certificate degree programs on-site at Arundel Mills. These institutions are: Frostburg State University, Notre Dame of Maryland University and University of Maryland University College. Further, through over 90 articulated pathways mentioned previously, course sequences are clearly delineated from AACPS into AACC certificate and associate degree programs and bachelor’s program. An additional opportunity for county middle school students is an Annual Science Day held at AACC. This day-long, hands-on experience offers elementary students engaging activities and exposure to science labs at the college.

AACC’s programs in credit and continuing education have developed community advisory boards with membership of business and community leaders. The AACC Foundation has a dedicated Board of Directors representing many facets of the county. This group has been very active in championing the work of the college and Engagement Matters through its outreach around the county.

Also central to the mission of the college is meeting the needs of the diverse community. Each January, the college hosts the Dr. Martin Luther King Jr. Breakfast. This event brings hundreds of local, state, federal and community leaders together to celebrate the life of Dr. King.

Each year, the college sponsors many cultural events with free or low-cost admission. The college's two art galleries are open to the public and exhibit a variety of professional and student work throughout the year. Students, community members and visiting artists share their vision of the world through music, opera, dance and theater. Throughout the year, performances are offered by AACC faculty as well as regional, national and international artists who share their talents and passion for a wide range of styles and traditions. Along with showcasing professional musicians, AACC boasts a number of ensemble groups made up of students and community members, including: chamber singers, concert band, concert choir, a dance company, jazz ensembles, opera, orchestra, theatre, and world music.

## **COST CONTAINMENT**

Cost containment efforts are pervasive throughout AACC. During the budget process, cost center managers identify and report cost containment efforts for the prior year using a form provided in the "Guide for Budgeting for Institutional Effectiveness". The college continually reviews current operations to identify areas where costs can be reduced and administrative processes can be made more efficient. Through purchasing initiatives such as competitive bidding and strategic preferred contract supplier relationships the college saved \$2.79 million in FY 2018.

### **Cost Containment**

#### **Cost Savings:**

Negotiated Contract Savings	\$2,137,086
Utility Consortium Electric Rate Savings	150,047
Reduction in Costs due to Equipment Upgrades	80,893
Use of In-house Labor instead of Outside Contractors	45,197
Implement On-Line Faculty Referrals	3,360
Reduce Equipment Maintenance Cost	2,451
Use of Free Assessment Software	1,500
<b>Costs Savings Total</b>	<b><u>\$2,420,534</u></b>

#### **Cost Avoidance:**

Redeploy Existing Equipment	\$78,600
Recycle Office Supplies	25,260
Use of Donated Equipment	3,260
<b>Costs Avoidance Total</b>	<b><u>\$107,120</u></b>

**Revenue Enhancement:**

New Grant Funding Sources	\$233,197
Foodlink Fundraising	12,000
Electric Demand Reduction Refund	17,010
Recycle Rebates	526
Electric Car Charging	459
Program Sponsor LSI Summer Institute	410
<b>Revenue Enhancement Total</b>	<b><u>\$263,602</u></b>

**FY2018 Cost Containment Total** **\$2,791,256**

**COST CONTAINMENT**

In addition to these permanent cost containment actions there were additional cost savings realized from the following temporary reductions:

**Temporary Cost Savings**

Hold 59 Positions Vacant All Year	\$3,943,309
Hiring Slowdown and All Recruitments Approved by V.P.s	2,010,180
<b>Temporary Cost Savings</b>	<b><u>\$5,953,489</u></b>

**ANNE ARUNDEL COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	70.9%	71.0%	71.9%	71.4%
B. Credit students with developmental education needs	72.1%	71.7%	71.6%	62.0%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	29.5%	28.2%	25.9%	25.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,643	1,729	1,872	1,996
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	22.3%	21.0%	20.4%	20.5%
b. Credit students receiving loans, scholarships and/or need-based financial aid	35.4%	33.6%	32.6%	29.9%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	37.9%	37.2%	36.9%	35.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	77.6%	81.3%	80.1%	81.2%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	53.8%	53.3%	57.5%	56.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.0%	6.6%	6.9%	7.8%
b. Black/African-American only	16.7%	16.8%	17.1%	16.7%
c. American Indian or Alaskan native only	0.5%	0.4%	0.4%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.3%	0.2%
e. Asian only	3.8%	3.8%	3.9%	4.3%
f. White only	61.2%	60.1%	59.2%	58.1%
g. Multiple races	3.1%	3.7%	4.7%	4.4%
h. Foreign/Non-resident alien	0.9%	1.0%	1.4%	1.6%
i. Unknown/Unreported	7.4%	7.3%	6.7%	6.6%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,231	\$16,916	\$16,429	\$16,795
b. Median income three years after graduation	\$39,059	\$38,704	\$39,595	\$41,929

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	49,649	50,575	46,877	45,045	<b>51,965</b>
b. Credit students	23,309	21,705	20,795	19,908	<b>20,965</b>
c. Continuing education students	28,452	30,954	28,022	26,876	<b>31,000</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	50.6%	50.8%	46.6%	46.9%	<b>55.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	74.6%	73.6%	72.8%	71.7%	<b>77.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	69.7%	64.8%	65.3%	60.0%	<b>70.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					



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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		859	919	1,006	1,042	975
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	26,639	25,334	25,528	23,871	26,000
	b. Continuing education	2,987	2,297	8,104	8,292	2,500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		45.0%	44.4%	44.3%	44.3%	45.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	10,377	9,858	9,340	9,273	12,000
	b. Annual course enrollments	33,962	33,479	32,887	33,781	35,000
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	3,960	3,917	3,891	3,558	4,100
	b. Annual course enrollments	7,440	7,238	7,493	6,437	7,800
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	33.3%	34.5%	35.6%	36.8%	37.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		34.6%	34.0%	36.4%	37.8%	50.00%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		27.3%	27.9%	28.5%	29.2%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		20.0%	20.0%	19.0%	18.8%	25.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		16.1%	17.7%	15.0%	17.4%	25.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	57.6%	58.5%	59.2%	61.0%	68.0%
	b. College-ready students	63.7%	66.4%	66.0%	68.4%	68.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	52.1%	57.5%	61.8%	59.3%	68.0%
	b. Non-recipients	62.6%	62.2%	61.2%	64.7%	Not Applicable

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15	Developmental completers after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
		40.3%	39.7%	41.6%	44.5%	50.0%
16	Successful-persister rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. College-ready students	85.5%	84.7%	86.7%	87.1%	85.0%
	b. Developmental completers	87.2%	86.6%	84.1%	84.6%	85.0%
	c. Developmental non-completers	45.2%	45.5%	47.9%	45.6%	Not Applicable
	d. All students in cohort	72.0%	72.1%	73.8%	74.1%	75.0%
17	Successful-persister rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. Black/African-American only	62.4%	60.9%	66.8%	65.0%	72.0%
	b. Asian only	80.5%	84.7%	86.7%	89.0%	72.0%
	c. Hispanic/Latino	64.7%	68.8%	66.0%	64.2%	72.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. College-ready students	71.5%	67.2%	74.4%	73.7%	70.0%
	b. Developmental completers	57.2%	57.1%	56.7%	56.3%	65.0%
	c. Developmental non-completers	28.9%	28.6%	30.2%	26.8%	Not Applicable
	d. All students in cohort	50.5%	49.9%	53.3%	52.7%	55.0%
19	Graduation-transfer rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. Black/African-American only	46.5%	40.2%	46.3%	44.9%	54.0%
	b. Asian only	59.8%	57.6%	77.3%	67.1%	54.0%
	c. Hispanic/Latino	43.1%	52.3%	46.5%	47.7%	54.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Career degrees	659	695	702	671	711
	b. Transfer degrees	1,141	1,157	1,076	1,034	1,066
	c. Certificates	1,080	1,154	673	693	744
	d. Total awards	2,880	3,006	2,451	2,398	2,521
21	STEM programs	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Credit enrollment	6,013	5,672	5,100	4,056	6,100
	b. Credit awards	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		1,057	1,010	788	743	832
22	Graduate satisfaction with educational goal achievement	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
		96.4%	98.8%	97.0%	97.5%	98.0%
23	Non-returning student satisfaction with educational goal achievement	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
		81.1%	no survey	77.0%	81.8%	85.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	77.8%	83.7%	84.0%	94.4%	90.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. EMT-Basic	87.0%	72.0%	74.0%	75.0%	85.0%
Number of Candidates	34	36	50	48	
c. EMT-Paramedic	94.0%	95.0%	86.0%	90.0%	90.0%
Number of Candidates	15	18	14	20	
d. Nursing-RN	90.0%	89.0%	93.2%	98.0%	90.0%
Number of Candidates	121	118	117	106	
e. Physical Therapy Assistant	95.7%	95.7%	84.0%	96.4%	90.0%
Number of Candidates	22	22	25	28	
f. Physician Assistant	100.0%	100.0%	92.0%	93.0%	95.0%
Number of Candidates	36	32	36	57	
g. Radiological Technology	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	12	13	9	14	
h. Therapeutic Massage	100.0%	96.7%	89.5%	93.0%	95.0%
Number of Candidates	10	29	38	28	
i. Medical Assisting - Certificate	93.0%	79.0%	84.0%	100.0%	95.0%
Number of Candidates	25	15	19	15	
k. Pharmacy Technician	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	7	6	3	6	
l. Medical Laboratory Technician	100.0%	64.0%	90.0%	92.0%	95.0%
Number of Candidates	5	7	10	12	
m. Health Information Technology	100.0%	75.0%	50.0%	60.0%	85.0%
Number of Candidates	3	3	2	3	

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	MHEC did not provide	MHEC did not provide	86.2%	85.9%	
b. Mean GPA after first year			2.89	2.86	
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	51.0%	51.0%	51.0%	50.3%	53.0%
b. Academic support	15.3%	14.9%	15.0%	14.7%	14.0%
c. Student services	8.3%	8.6%	9.0%	9.3%	8.0%
d. Other	25.4%	25.5%	25.0%	25.6%	25.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	83.3%	85.7%	71.0%	77.7%	87.0%

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84.6%	80.5%	61.0%	82.8%	90.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	16,153	19,874	17,206	16,013	20,000
b. Annual course enrollments	32,334	38,662	35,903	34,949	39,000

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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,570	3,993	3,909	3,365	<b>4,100</b>
b. Annual course enrollments	7,589	7,474	7,741	6,670	<b>8,000</b>
32 Number of business organizations provided training and services under contract	165	115	112	102	<b>115</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	13,656	17,033	14,483	18,324	<b>16,000</b>
b. Annual course enrollments	26,573	33,417	31,254	28,716	<b>32,000</b>
34 Employer satisfaction with contract training	97.5%	100.0%	100.0%	100.0%	<b>98.0%</b>

# Allegany College of Maryland

## I. Mission

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

## II. Institutional Assessment

### Response Requests by MHEC Review of the College's 2017 report

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of Black/African American students (Indicator 17a)*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the College reported its successful-persister rate increased over time for all students (66.1% for Fall 2009 cohort to 70.5% for Fall 2012 cohort) and fluctuated for African American students (61.2% for the Fall 2009 cohort, 69.2% for the Fall 2011 cohort and 62.9% for the Fall 2012 cohort). Yet gaps in performance between these populations persist.

Discuss any factors contributing to the performance on these indicators and the methodologies implemented for reversing the decline so as to meet the successful-persister benchmark of 74.0% for all students and 73.0% for African American students for the Fall 2016 (FY2020) cohort.

### Institution Response

To fully understand the persister rate and the achievement gap between African American students and other students the overall persister rate must be separated between graduation rates and the transfer rates.

The persister rate for African American students fell mostly because the transfer rates to other colleges substantially decreased. The transfer rates from the Fall 2011 cohort fell from 63.8% to 48.1% in the Fall 2013 cohort. The number of African American students transferring to four-year colleges fell from 25.4% to 20.3% and those transferring to two-year colleges fell from 38.5% to 27.8%. Whereas, the Total Associate and Certificate Graduates for African American students increased from the Fall 2011 cohort at 5.4% through the current Fall 2013 cohort at

12.8%. It is important to note that though the transfer rate to four-year colleges fell it was the decrease in two-year transfer rates that substantially affected the African American persistence rate.

When it comes to the achievement gap between African American and other students, African American students perform as well as other students when it comes to transferring to four-year institutions. For example, in the Fall 2011 cohort 20.0% of white students transferred to four-year colleges and 25.4% of African American students transferred to four-year colleges, which is above the number of white students transferring to four-year colleges. It is in the Total Associates and Certificate Graduates where the achievement gap occurs and is the most important for the college to focus on. In the Fall 2013 cohort, 12.9% of African American students graduated whereas the overall graduation rate for the college was 32.2%.

The most potentially beneficial initiative that was undertaken by the college that could have a significant impact on the graduation rate for African American students and all students in general is the newly implemented advising center. The college pursued a Title III grant in 2012-2013 and received funds to set up a central advising center, something which the college had not done before. Advising was primarily done through faculty and was often specific to the instructor's program.

The grant allowed the college to build a centralized advising office and hire additional personnel as full time advisors. The office opened in the Spring of 2014 and has since been evolving and improving year over year. As mentioned previously, the graduation rate for African American students was 5.4% in the Fall of 2011 and 12.8% in the Fall of 2013. The Fall 2013 first time cohort would have likely benefited from the advising center whereas most of the non-persisters of the Fall 2011 cohort exited the college before the advising center opened.

To check for further correlation between the timing of the advising center and increased graduation rates, three year graduation numbers were calculated from the Fall 2011 cohort through the Fall 2015 cohort to check for a trend. (Note: The three year graduation numbers are based on all entering students and do not factor out those not attempting at least 18 credits within the first two years). For the Fall 2011 cohort, the three year graduation rate for African Americans was 3.7%; Fall 2012 cohort – 5.4%, Fall 2013 cohort – 7.0%, Fall 2014 cohort – 7.1%, Fall 2015 cohort – 9.5%. There is a distinct upward trend in the three-year graduation rates for African American students.

Additionally the college had created an Education Master Plan in 2015, one of the core goals of the plan was to create cultural competency across the institution. The institution in Fall 2016 defined cultural competency by adopting the framework of the National Center for Cultural Competency set forth by Georgetown University. In Fall of 2017 the college surveyed the organization to determine the current level of cultural competency based on the adopted definition. From there on, in FY2018 the college has initiated trainings modules through Human Resources, encouraged instructors to adapt cultural competence content in their courses, created instructional best practices, centralized the Diversity Committee's function as the primary contact point for all questions regarding cultural competence.

The college had also begun to adopt student outcome assessment across the institution when the college was placed on warning by Middle States in 2015. Over the next two years the college implemented and is actively carrying out robust student outcome assessment across many disciplines and courses.

Allegany College continues to make efforts to increase its non-white employment percentage. Open positions are marketed in numerous places including relevant industry periodicals with the hope of increasing applications from minority candidates. However, the geographical location and the homogenous county population make it difficult to attract minority candidates from other regions. The Diversity Committee continues to explore different strategies to increase the number of minority staff.

### **Goal 1: Access**

Allegany College of Maryland created nine mission-based guiding principles to help direct the strategic plan. The first two principles of Allegany College's 2015-2020 Strategic Plan focus on easy and convenient access to higher education as well as low tuition rates that are supported by financial assistance and numerous scholarship opportunities. Access and affordability are a cornerstone of the college's overall mission.

Allegany continues to make great efforts to keep costs low and the college is in line with the previous years. Tuition continues to rise at a slower rate than it does for Maryland four-year institutions. The college has managed to keep yearly tuition increases below three percent year after year. As a percent of tuition and fees at Maryland public-four year colleges Allegany has maintained below its threshold of 43% for both FY2017 and FY2018.

Even though the college continues to put resources into maintaining affordability, overall credit enrollment has decreased from FY2016 to FY2017 by -6.4%, which is an even more severe decrease than the FY2015 to FY2016 decrease of -5.2%. One of the major contributors to the reduction is the substantial decrease in the market share of first-time, full-time freshmen. The college continues to face strong competition from the contiguous out-of-state county colleges, including Potomac State in West Virginia and Penn Highlands in Pennsylvania, as well as much stronger competition from in-state four-year institutions than ever before. As mentioned in the previous year's PAR, FY2017 was negatively affected by a sudden increase in first-time, full-time freshman from Allegany county attending College Park, an increase from 4% in 2015 to 13% in fall of 2016. This trend has continued into FY2018.

The college was able to substantially increase its early college offerings to students in Allegany County Public Schools. This contributes to The State Plan for Postsecondary Education, Goal One, Access, Strategy One, "Continue to improve college readiness among K-12 students, particularly high school students." Overall the total increase for all dual enrolled students was 19% and for Allegany County Public Schools it was near a 100% increase. The early college program has created a college coach position in both Allegany and Pennsylvania that meet frequently with students to help them plan their future path of postsecondary education. The college hopes that these efforts will help persuade some of the more high achieving early college

students that would not normally attend a community college to attend Allegany for their first two years.

On the non-credit side, enrollment in continuing education basic skills and literacy courses has increased 60.3%. This contributes to the state plan of Goal One, Access, Strategy Three, “Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.” The Adult Basic Education program has rapidly grown over the two years and offers education for a wide variety of needs, including the National External Diploma Program, Family Literacy programs, and the Bridge to College Success program. Adult Basic Education also works alongside numerous businesses to help train employees who may be lacking in certain basic skills.

## **Goal 2: Success**

Fall-to-fall retention for the Fall 2016 cohort has decreased slightly for developmental students and pell grant recipients from the previous Fall 2015 cohort. A large portion of this decrease can be attributed to the shuttering of the Somerset campus. A significant number of the students there chose not to return to Allegany at the main campus in Allegany County in Fall 2017, which negatively affected the college’s retention rate compared to the previous year. The developmental retention rate has fluctuated since Fall 2012 cohort, where it was the lowest at 42.7% to the Fall 2014 cohort, the highest at 54.1%. The Fall 2016 rate is still firmly in the middle of the range. The fall-to-fall retention for college ready students is at its highest point in the last five years, but because college-ready students make up such a small percentage of first-time freshmen, there can be large fluctuations in these rates.

The percentage of students completing developmental coursework continues to increase for the sixth consecutive year. This indicator is important for the college in that it is the foundation of numerous other success metrics. The more developmental completers there are the higher the potential for a larger number of graduates and transfer students. This will also help the college with the default rate as students that do not complete their developmental education have a much higher chance of defaulting on their student loans. The Educational Master Plan focuses a large majority of its efforts on creating a learner-centered college, these policies and trainings have a direct impact on developmental students.

Successful-persister rates for all students in the cohort remained relatively flat compared to the Fall 2012 cohort. Both the Fall 2012 and Fall 2013 cohorts when compared relative to previous cohorts demonstrate growth in the persistence rate. Graduation-transfer rates also remain somewhat stable compared to previous years although decreasing slightly over the last four cohorts. The declining African-American persister and graduation-transfer rates are discussed more in depth in the response to MHEC’s commission assessment. Overall, Allegany compares favorably to other small to medium community colleges in Maryland.

The raw count of associate degrees and certificates awarded has fallen over the last four years. This is a function of declining enrollment as there are fewer students in every entering cohort to receive degrees. However, the rate of degrees awarded has not fallen as fast as the size of each cohort suggesting slight improvements in total degrees awarded.



The graduate satisfaction survey was recently conducted and shows increased satisfaction with educational goal achievement with 99.2% of the respondents satisfied and 90.2% of those who transferred were satisfied with their preparation for transfer. While these numbers are highly positive the response rate on this survey unfortunately does not yield a high degree of confidence.

One of the new metrics provided by MHEC is the performance at transfer institutions. Allegany students did well again compared to the previous year with 88.0% of transferred students maintaining at least a 2.0 or above GPA in their first year at the transfer institution. Additionally, the mean GPA after the first year at the transfer institution increased from 2.97 to 3.00.

Expenditures by function saw a slight increase to expenditures for academic support. This is a direct result of ongoing efforts to increase retention and completer rates. The Senior VP of Instructional and Student Affairs and the VP of Finance expect the total FY2017 expenditures rates to remain the same through FY2020.

### **Goal 3: Innovation**

The graduate satisfaction survey provides context for how many graduates were employed full-time in a related field which for the most recent administration shows 87.5%, just slightly down from the previous graduate survey administered in 2014 where the rate was 90.5%. Of those who were employed in a related field full time, 91.4% were satisfied with job preparation, an increase from 80.7% in the previous year. However, as mentioned previously the response rate on this survey unfortunately does not yield a high degree of confidence.

Continuing education continues to do be highly proactive within the local economy by providing workforce development courses to 5,874 unique individuals in FY2017, this is only 3.1% down from the previous year and 4.5% higher than FY2015. Continuing education has strong relations with the local businesses and provided 64 businesses training and services under contract which is comparable with the previous year but still down from FY2015. As always with Allegany's continuing education center, 100.0% of the employers were satisfied with the contract training provided. For FY2017, continuing education did see a substantial decrease in enrollment in education leading to government or industry-required certification or licensure, down to 3,770 individuals in FY2017 from 4,535 in FY2016. However, the continuing education center is always hard at work in pursuing new partnerships and grants that can help them facilitate useful trainings to a wider variety of organizations and professionals. More information about some of the grants are provided in the section below.

## **III. Community Outreach and Impact**

### **Sample of Funded Grants**

Computer Science and Technology Enhancement (Oracle Corporation) provides Oracle software, curriculum, training, and certification resources.

Pathways for Success (United States Department of Education) is a TRIO Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment on campus for students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising, career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy.

Western Maryland Information Technology Center of Excellence (Maryland Department of Labor, Licensing, and Regulation) is an industry-led Strategic Industry Partnership project that will provide the framework to grow the State's economy and increase sustainable employment for Maryland families. This project includes the key community stakeholders who are committed to meeting the needs of the Information Technology industry and making Allegany County a "technology ready" region.

Nurse-Managed Wellness Center (Maryland Health Services Cost Review Commission) prepares undergraduate nursing students for the expanding role of nursing in a changing healthcare environment through innovative clinical opportunities provided in a nurse-managed wellness clinic. As a result, nursing graduates will be positively influenced through role modeling of the Advance Practice Registered Nurse, increasing the number of Allegany College of Maryland nursing graduates entering a bachelor's or master's program.

Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion (United States Department of Education) enables the College to improve academic advising services to students to boost their chances for success and will consolidate academic advising services in one location for greater access and more consistent delivery. This one-stop advising services center, located in the College Center, includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services.

Nursing Faculty Fellowship (Maryland Health Services Cost Review Commission) provided funding for ACM nursing faculty to further address the shortage of bedside nurses in Maryland hospitals by increasing the educational capacity and the number of nursing faculty in Maryland nursing programs.

Consolidated Adult Education and Family Literacy Services (Maryland Department of Labor, Licensing, and Regulation and the U.S. Department of Education) offers a variety of programs and services to prepare for high school equivalency and literacy services for family and workforce development. Adults and out-of-school youth without a high school diploma have the option of completing secondary education through GED testing or the National External Diploma Program. Successful students by either approach are issued a Maryland high school diploma. Family literacy services, the second key part of adult education, help adults become literate for employment and self-sufficiency and enable them to become full partners in the educational development of their children. Community outreach is a major emphasis, and the adult education program works with such agencies as the Human Resources Development Commission, Social Services of Allegany County, the YMCA Family Support Center and the local American Job Center.

Allegany College of Maryland STEM Enhancement Project (Appalachian Regional Commission) fits directly with ARC's mission of partnering with the people of Appalachia to create opportunities for economic development and an improved quality of life. The workforce development training will use state-of-the-art equipment. While this project has a strong education and training component, the primary rationale is to bolster the economic outlook of the area by providing training to workers to meet the existing STEM workforce needs, training to workers to retain employment and increase job retention, and coordinating with the economic development initiatives already in progress.

Allegany College of Maryland Gateway Hospitality and Enhancement (Appalachian Regional Commission) provided funding to purchase hospitality management and culinary equipment, supplies, and related resources to support this program and enhanced training for students to meet the needs of local employers. This project helps to provide students and the current workforce with the training and skills needed to obtain and/or retain hospitality management-related employment and to enhance the economic development opportunities of the region. The primary goals of this project are to 1) Enhance the current educational opportunities provided by the Gateway Center in Downtown Cumberland; 2) Continue to provide hands-on credit training in hospitality management, culinary arts, and travel/tourism; 3) Provide hands-on continuing education training in culinary arts; and 4) Provide local employers with a trained workforce.

Cyber Technology Pathways Across Maryland (United States Department of Labor) is a skills-training and economic-development initiative of the State's Department of Labor and will prepare workers for a growing number of area jobs foreseen in IT. Among the population to benefit from the job training offered through CPAM are military veterans and workers made jobless by unfair foreign trade practices. Low-skilled adults, women and other populations underrepresented in cybersecurity and other IT fields are also in the target audience.

Health Personnel Shortage Incentive Grant (Maryland Higher Education Commission) provides funding to Medical Laboratory Technology, Licensed Practical Nursing, Registered Nursing, Physical Therapist Assistant, and Radiologic Technology to expand and/or enhance student training.

America's Promise Route 220 (AP220) Corridor Project (United States Department of Labor) is a partnership between Eastern WV Community and Technical College, Dabney S. Lancaster Community College, and Allegany College of Maryland. The program minimizes the impact of geographical boundaries, engages employers across the geographic region, increases enrollment, develops shared curricula, promotes shared equipment and resources, and increases articulation. AP220 combines workforce assets to create accelerated career pathways leading to entry-level positions and laddering to high-skill, high-wage growth occupations. Participant success is realized through cost-free accelerated training, work experiences, credentialing, and degree attainment. The target population includes unemployed, dislocated, and incumbent workers from the rural area.

The Allegany County Pathways in Technology Early College High School (P-Tech) Program (Maryland State Department of Education) began to offer incoming ninth grade students in 2017-2018 the opportunity to participate in an early college program at essentially no cost. This

opportunity is made possible through collaboration between ACPS, Allegany College of Maryland, the Western Maryland Health System, and other businesses and industries in Allegany County. The P-Tech program is a high school and beyond (9-14) model, which combines high school, college, and the world of work. The program's mission is to provide students with a free education that starts in grade nine, continues through high school completion, and culminates in the attainment of an Associate Degree in Computer Technology. Participating students will gain workplace skills and have access to mentoring and other career experiences through a partnership with WMHS. The ultimate goal of the P-Tech program of study is for students to earn an Associate of Applied Science Degree in Computer Technology with a Cybersecurity option within two years of graduating from ACPS. Students who move through the coursework at an accelerated pace will have other options available. These students can potentially earn a second Associate of Applied Science Degree in another option within the Computer Technology program within six years or transfer to Frostburg State University to complete a Baccalaureate Degree in a computer science field.

Allegany College of Maryland/Rotary Club of Cumberland Campus Wide Tree Planting (Maryland Department of Natural Resources) provides funding for the purchase of trees, mulch, and related supplies to increase Maryland's tree canopy as well as Tree Campus USA initiatives at Allegany College of Maryland.

### **Scholarships**

FY2018 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:

- Contributions:           \$1,258,139 (endowed and not endowed)
- Total Revenue:           \$2,480,228
- Scholarships:           \$1,021,832

The FY2018 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients represent every community in Allegany County.
- Students from all public and private schools in Allegany County, as well as homeschooled and GED students, have been awarded.
- Recipients include students from nearly every major/curriculum.
- The age range of recipients is 17-58, with an average age of 24 ½.
- The Allegany County Opportunity Jump Start Early College Scholarship is providing assistance to students from the Allegany County Public Schools who receive free and reduced-cost school meals. This \$100-per-course award covers the full family cost for taking a three-credit course.
- The Allegany County Opportunity Merit Scholarship encourages academic excellence. Over 300 scholarships have been awarded.
- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. Over 225 scholarships have been awarded.

- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. Over 250 scholarships have been awarded.
- The demand far exceeds the funding provided.

## **IV: Accountability Indicators**

### **Cost Containment**

Allegany College of Maryland implemented the following cost containment items in FY18:

The College signed a new contract with fixed costs with our electric supplier which has an expected annual savings of \$103,000 when compared to Potomac Edison default pricing. The College also switched some buildings from electric to natural gas which will result in savings in the future. The College consolidated all its printer cartridge purchases to a central location which allows for volume discounts and more efficient ordering. The College contracted with a company to review our telecommunication services which produced a report with some recommendations, the savings were minimal, but it was reassurance that the College's telecommunications are set up in the most efficient manner.

The Instructional area pursued the following cost containment measures:

- The Math department did not fill two open positions for an estimated savings of \$105,200.
- The English department did not fill an open position for an estimated savings of \$34,900.
- The Computer Science department did not fill an open position for an estimated savings of \$22,300.
- The Library did not fill an open position for an estimated savings of \$15,120.

The Publishing and Printing Services area pursued the following cost containment measures:

- The specialized direct mail addressing software saved an estimated \$7,715 in postage and reduced mailing items.
- Other budget items were reduced in the print shop amounting to \$12,100 which included printing banners in-house instead of outsourcing and utilizing a volunteer position.

The Continuing Education area pursued the following cost containment measure:

- The Registration Assistant was reduced from full-time to part-time for an estimated savings of \$52,500.

The Student Services area pursued the following cost containment measures:

- A full-time position in the Student Success Center was eliminated for an estimated savings of \$34,300
- A full-time position in the Admissions/Registration Area was eliminated for an estimated savings of \$82,200.

- Due to the closing of the Somerset campus there were some eliminated and reduced positions for an estimated savings of \$150,000.

The Development area pursued the following cost containment measure:

- The online scholarship system continues to recognize cost savings due to thousands of scholarship applications which are no longer being printed.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	46.1%	47.0%	51.6%	53.9%
B. Credit students with developmental education needs	83.8%	87.1%	84.5%	71.3%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	48.0%	44.2%	42.8%	40.1%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3	0	0	0
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients	46.2%	44.3%	42.9%	42.3%
a. Credit students receiving Pell grants	89.3%	89.9%	87.3%	90.1%
b. Credit students receiving loans, scholarships and/or need-based financial aid				
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older	27.9%	26.4%	24.2%	23.7%
a. Credit students				
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	87.3%	85.6%	85.0%	83.6%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	34.8%	38.9%	34.3%	34.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.5%	1.5%	1.9%	1.4%
b. Black/African-American only	10.6%	11.4%	10.9%	10.4%
c. American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e. Asian only	0.3%	0.3%	0.4%	0.7%
f. White only	83.0%	82.7%	82.4%	83.2%
g. Multiple races	1.5%	1.9%	2.1%	2.4%
h. Foreign/Non-resident alien	1.3%	1.1%	1.2%	1.1%
i. Unknown/Unreported	1.8%	0.9%	0.9%	0.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$8,242	\$9,743	\$8,180	\$8,590
b. Median income three years after graduation	\$23,405	\$21,944	\$26,176	\$30,590

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	10,820	10,245	10,589	9,381	11,021
b. Credit students	3,935	3,910	3,708	3,471	4,225
c. Continuing education students	7,139	6,681	7,502	7,315	7,303
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	61.4%	60.4%	52.1%	49.2%	62.7%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	73.8%	75.4%	73.2%	74.1%	77.5%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	67.3%	57.7%	49.3%	60.6%	67.0%

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		596	587	584	695	640
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	1,812	1,913	2,065	1,929	1,950
	b. Continuing education	68	62	72	64	70
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		40.5%	43.4%	42.4%	42.5%	43.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	1,469	1,200	1,497	1,497	1,418
	b. Annual course enrollments	2,613	2,387	3,571	3,571	2,622
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	0	0	131	210	300
	b. Annual course enrollments	0	0	285	617	525
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	14.4%	15.3%	15.9%	16.8%	16.0%
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		12.3%	12.3%	12.5%	12.6%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		2.8%	2.8%	1.9%	2.0%	3.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		1.6%	2.0%	0.9%	1.3%	3.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	50.3%	54.1%	48.4%	47.0%	56.0%
	b. College-ready students	55.6%	56.0%	68.5%	74.7%	57.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	49.3%	52.1%	51.3%	49.4%	55.0%
	b. Non-recipients	53.1%	57.5%	53.0%	53.7%	Not Applicable



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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		38.5%	42.4%	44.3%	51.1%	44.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	81.6%	79.7%	90.0%	89.6%	86.0%
	b. Developmental completers	84.5%	83.5%	85.3%	88.6%	84.0%
	c. Developmental non-completers	52.1%	49.8%	43.3%	46.2%	Not Applicable
	d. All students in cohort	72.9%	68.6%	70.5%	72.9%	74.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	75.0%	69.2%	62.9%	60.2%	73.0%
	b. Asian only	<50	<50	<50	<50	NA
	c. Hispanic/Latino	<50	<50	<50	<50	NA
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	68.4%	73.0%	80.0%	75.0%	75.0%
	b. Developmental completers	66.0%	63.9%	61.0%	63.0%	65.0%
	c. Developmental non-completers	39.7%	42.1%	40.7%	37.3%	Not Applicable
	d. All students in cohort	57.2%	55.7%	55.7%	54.4%	60.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	64.5%	65.4%	59.3%	54.9%	67.0%
	b. Asian only	<50	<50	<50	<50	NA
	c. Hispanic/Latino	<50	<50	<50	<50	NA
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	445	373	368	345	400
	b. Transfer degrees	163	159	169	179	160
	c. Certificates	174	195	170	149	202
	d. Total awards	782	727	707	673	762
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	1,448	1,353	1,325	1,094	1,382
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		509	480	431	401	487
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		97.0%	95.3%	93.5%	99.2%	95.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		57.0%	77.0%	*%	*%	70.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	84.0%	40.0%	80.6%	90.2%	85.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing Licensure Exam	83.3%	88.0%	86.7%	83.3%	80.0%
Number of Candidates	114	97	98	72	
b. Practical Nursing Licensure Exam	93.3%	100.0%	87.5%	87.5%	80.0%
Number of Candidates	15	10	16	8	
c. Dental Hygiene National Board Exam	96.6%	100.0%	90.0%	94.7%	80.0%
Number of Candidates	29	18	20	19	
d. National MLT Registry	100.0%	100.0%	90.0%	85.7%	75.0%
Number of Candidates	8	8	10	7	
e. Radiologic Technology Cert. Exam	61.5%	77.0%	69.2%	66.6%	75.0%
Number of Candidates	13	9	13	9	
f. Respiratory Therapy Certification Exam	90.5%	90.5%	83.3%	89.5%	80.0%
Number of Candidates	21	21	18	19	
g. Occupational Therapy Assistant Cert. Exam	87.5%	93.7%	68.8%	71.4%	80.0%
Number of Candidates	16	16	16	13	
h. Physical Therapist Assistant Cert. Exam	93.3%	81.3%	87.5%	100.0%	85.0%
Number of Candidates	15	16	16	16	
i. Medical Assistant	66.7%	100.0%	100.0%	100.0%	100%
Number of Candidates	8	5	10	8	

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	N/A	N/A	88.6%	88.0%	85.0%
b. Mean GPA after first year		N/A	2.97	3.00	3.00
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	38.3%	39.3%	38.7%	37.1%	39.0%
b. Academic support	19.4%	17.5%	18.6%	19.7%	18.0%
c. Student services	8.0%	8.0%	8.4%	8.3%	8.0%
d. Other	34.3%	35.2%	34.3%	34.8%	35.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	78.0%	80.0%	90.5%	87.5%	86.8%

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	96.0%	90.0%	80.7%	91.4%	90.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses	5,857	5,620	6,063	5874	5,957
a. Unduplicated annual headcount	8,858	8,473	9,440	9,134	9,091
b. Annual course enrollments					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,229	4,213	4,535	3,770	4,200
b. Annual course enrollments	5,640	6,142	6,670	6,152	6,178

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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
32 Number of business organizations provided training and services under contract	73	71	61	64	73
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,305	4,090	4,701	4,451	4,309
b. Annual course enrollments	6,383	5,910	7,224	6,945	6,291
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	98.0%	100.0%	100.0%	100.0%

**BALTIMORE CITY COMMUNITY COLLEGE  
2018 PERFORMANCE ACCOUNTABILITY REPORT**

**I. MISSION**

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

## II. INSTITUTIONAL ASSESSMENT

### **State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

BCCC's annual unduplicated credit headcount decreased to 6,346 in FY 2017 while the market share of part-time undergraduates increased sharply to 36.7% which represents 556 students (Indicators 1b and 3). The majority of BCCC's students enroll part-time, 68.2% in fall 2017 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 55.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). The market share of first-time, full-time freshmen remained relatively stable at 12.9% in fall 2017 (Indicator 2). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that child care is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, and accelerated sessions. Tutoring services and training and support for use of Canvas by faculty and students have increased. BCCC launched new programs this fall including the Robotics and Mechatronics Certificate, the reactivated Computer-Aided Drafting and Design Certificate, and various areas of concentration within existing programs. BCCC is committed to offering a variety of modalities, sequencing courses, and developing more accelerated options, where appropriate, to facilitate students completing their coursework. Various BCCC student surveys show that over half of students access information via their smart phones or tablets. Therefore, BCCC launched a new website in 2018 that is more mobile friendly. Students were surveyed in the summer II PRE 100 (Preparation for Academic Achievement) session and 100% indicated that the website was very or somewhat helpful in getting the information they needed (n=95).

The market share of recent, college-bound high school graduates remained relatively stable at 19.2% in fall 2017 (Indicator 4). The implementation of the Mayor's Scholars Program (MSP) is a result of the strong collaboration between BCCC, the Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this innovative last-dollar scholarship program, BCPSS high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes. The seven-week comprehensive program included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; participated in enrichment activities; and enrolled in PRE 100 (one credit) and one other credit course based on their major. The PRE 100 course was well-received by the

students; 100% reported they would recommend the course to a friend, 98.8% would recommend BCCC to a friend, and 85.5% reported they could use the skills learned in PRE 100 in other courses. As of the first week of the 16-week fall 2018 session, over 200 of the summer MSP students had registered for classes and more are in the process of registering for the 12-week session that begins in October. Enhancements are being made to many areas of the main campus, including the game room, to encourage students to spend more time together on campus.

The number of dual enrolled high school students increased to 139 for fall 2017 (Indicator 5). In summer 2017, the first cohort of the Pathways to Technology Early College High School (P-TECH) partnership with BCPSS enrolled in four college-level courses: PRE 100, English (ENG) 101, Computer Literacy (CLT) 100, and Health & Life Fitness (HLF) 100. Cohort 1 continued their coursework throughout AY 2017-18. The second cohort of 100 P-TECH students from Carver and Paul Lawrence Dunbar high schools enrolled in the summer 2018 five-week session to complete courses in English, Health & Life Fitness, Economics, and CLT 100. The first four-year track P-TECH students are on the path to graduate in May 2019 with a high school diploma and an Associate Degree. P-TECH students received support services including embedded tutoring and skill-building sessions and the Coordinator met with students, parents, and schools regularly throughout the summer session.

The College's partnership with Year Up continued to grow. The fall 2018 cohort increased by over 30 students from the fall 2017 cohort. At the end of the year-long Year Up program which includes coursework, workforce training, and paid internships, students are invited to continue their studies at BCCC while continuing their employment. As the partnership grows, the College anticipates increased enrollment of full- and part-time students. BCCC has expanded its use of Hobsons, a student relationship management tool, to capture student inquiries from events and deliver targeted messages as well as to provide important information regarding registration, financial aid, and payment deadlines. Additionally, the improved website is making information more accessible to prospective and current students.

After years of continued growth, enrollments in credit online courses leveled off in FY 2016 and declined to 6,721 in FY 2017 (Indicator 6a). The spring 2018 Learning With Technology student survey (135 respondents) showed that 80.0% of online students felt they were part of a community. Additionally, 96.6% would enroll in another "Z-course," a BCCC course that utilizes Open Educational Resources (OER). The "Z" stands for zero-cost textbooks because OERs are free, web-based accessible educational resources including textbooks, media, and other digital materials. The following degree programs can be completed entirely online or in combination with face-to-face classes: Accounting; Allied Human Services, Arts and Sciences – Psychology, Business Administration Transfer, Business – Management, Early Childhood Education, General Studies Transfer, Health Information Technology, Law Enforcement and Correctional Administration, and Legal Assistant. The Coding Specialist Certificate can also be completed online or in a combination of traditional and online courses. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. Turnover in faculty posed a slight delay in having faculty trained to teach online with Canvas. New and returning faculty are offered expanded training opportunities through the E-Learning Office. The number of Z-course sections and offerings has expanded; in fall 2017, 132 sections of Z-courses

were offered. A campaign was launched to educate all BCCC constituents about Z-courses and OER Institutes are held routinely for faculty. Using the Quality Matters Curriculum Standards, faculty started with the learning outcomes for their courses, then obtained OER materials to meet those learning goals. Over 20 BCCC faculty and staff attended the OER Summit sponsored by the Kirwan Center for Teaching Innovation and Maryland Online. Student assessment of the learning outcomes was incorporated into selected assignments and tests during the course redesign phase. Faculty surveys were conducted and 60.8% felt that OERs increased learners' engagement with the lesson content (n=23). Continuing education online course enrollments increased to 879 in FY 2017 (Indicator 6b) largely due to increased online access to APEX courses, used for credit recovery and support for Adult Basic Education (ABE) and English as a Second Language (ESL) courses. Additional support for Tests of Adult Basic Education (TABE) preparation and English discovery now includes a hybrid course with face-to-face support. Currently, there are 190 students enrolled in online workforce development course offerings through the Military Spouse Career Advancement Account (MyCAA) scholarship program. MyCAA helps military spouses pursue licenses, certificates, certifications, or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 40.8% receive Pell grants (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 34.5% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College completed its first implementation year of three OER mini-grants from the University of Maryland's Kirwan Center for Excellence to create and offer PRE 100, PSY 101 (Introductory Psychology), and BIO 102 (Principles of Biology) course sections designated as Z-courses. All PRE 100 sections are now Z-courses; the fall 2017 PRE 100 pass rate (ABC/ABCDFW) was 78.7%, the highest in several years.

BCCC's unduplicated headcount in continuing education increased to 9,798 in FY 2017 (Indicator 1c.) The Business and Continuing Education Division has been renamed as the Workforce Development and Continuing Education (WCDE) Division and a new vice president (VP) was appointed in fall 2017. WCDE remains committed to responding to the needs of the City's citizens and business community. Unduplicated annual headcount and annual course enrollments in continuing education community service and lifelong learning courses increased in FY 2017 to 784 and 1,109, respectively (Indicator 8) largely due to increased course offerings

for senior citizens at the Waxter Senior Center. A new director position in WDCE has been designated for continuing education and expanding its offerings and enrollment, particularly in programming designed for the City's youth. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2017 to 5,895 and 13,287, respectively (Indicator 9). Despite the impact of the refugee resettlement concerns in the City and State, the annual unduplicated headcount in ESL courses increased in FY 2017 to 3,765 (Characteristic D). Enrollments in ABE declined due to a change in the intake process which entails a three-hour computer-based test. WDCE has since increased communication, facilitation, and support for students registering for ABE courses along with expanded service hours and coaching for potential students.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 92.1% of fall 2017 credit students and 87.7% of FY 2017 continuing education students were minorities compared to 69.8% of the City's population (Indicator 10). In fall 2017, 76.7% of full-time faculty and 74.6% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a variety of channels to attract a diverse, qualified, and competitive applicant pool. All positions are posted on the BCCC website, *HigherEd Jobs*, *Inside Higher Ed*, *Academic Careers Online*, *Diverse Jobs.net*, *Maryland Diveristy.com*, *Community College Jobs Now*, *Higher Education Recruitment Consortium*, and the *Chronicle Vitae*. Vacancies for certain positions are also posted on specialty niche websites including Dice, the Society for Human Resource Management, Chesapeake Human Resources Association, Idealist Careers, and others for recruiting specialized skill sets such as those in the field of Health Information Technology and Surgical Technology. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participates in job fairs including the Baltimore 1000 Job Fair, Goodwill Job Fair, the Coppin State University Job Fair, the Morgan State University Job Fair, and others. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions. This fall BCCC will be hosting its second annual Career Expo, a massive hiring event open to the community featuring a multitude of local area employers.

**State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.**

BCCC's fall-to-fall retention rate increased to 37.1% for the fall 2016 cohort of developmental students (Indicator 13a). The four-year developmental completer rate leveled off at 26.6% for the fall 2013 cohort after a sharp increase with the fall 2012 cohort to 29.6% (Indicator 15). With most students requiring developmental coursework, 85.7% of all first-time entrants in fall 2017 (Characteristic B), focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year. As mentioned, course pass rates in PRE 100 have increased over the past five years as have those in CLT 100 and BUAD 112 (Computers for Business Management); these are three of the College's top enrolled first-year courses. The streamlining of developmental reading and English courses into combined RENG courses occurred in spring 2012, and the fall 2012 cohort was the first to have RENG courses as their only option (separate developmental reading and English courses were no longer offered). Students testing into the lowest levels would now have just



three RENG courses to complete rather than six reading and English courses. Beginning this fall, RENG 90 will no longer be offered. Special sections of RENG 91 will be designated for students whose placement test results indicate the need for RENG 90. Pass rates in RENG 91 and RENG 92 have increased from fall 2012 to fall 2017 by 19 percentage points and 23 percentage points, respectively. All RENG courses are accelerated hybrid courses allowing students who test into RENG 92 to take RENG 92 and ENG 101 in accelerated sessions within the same semester. In fall 2017, 98.2% of students who took the placement test were recommended into developmental math. MAT 80 pass rates have increased by 10 percentage points from fall 2012 to fall 2017. The fall 2012 entering cohort was the first to benefit from the streamlined MAT 87M course that combines the upper two developmental math courses for non-STEM majors. In summer 2017, OERs were offered to all face-to-face developmental math sections and MAT 86M was added as a modularized curriculum that allows students to progress at their own pace with online and instructor support in a computer lab. MAT 86M enrollment was fairly low in fall 2017 with 44 in MAT 86 and 22 in MAT 86M, but the course pass rate in 86M was 20 percentage points higher than that of MAT 86 (not modularized). Accelerated and streamlined sessions are offered in MAT 92 and MAT 107 enabling students testing into the highest level of developmental math to complete both courses in the same term. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring.

In addition to the tutoring services provided through the College's Center for Academic Achievement, BCCC began offering free eTutoring in summer 2018. eTutoring is an online platform which allows tutors to answer questions in real time or reply to questions and essay submissions that students have left for review and commentary. Currently, the subject areas offered include writing (all levels including ESL), math, accounting, computer science, biology, and anatomy and physiology. All BCCC students can use eTutoring services via Canvas.

The federally-funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2017-18, the program served 230 students, many of whom received individualized, intensive support services. Of those students, 52 graduated with degrees, 9 with certificates, and 12 transferred in fall 2018. To address some of the students' non-academic needs and enhance their sense of belonging in college, the program initiated and held three "Meet and Eat" events where participants had the opportunity to connect and share with one another and staff in a relaxed atmosphere. Eighty-two percent (82%) found the event to be relevant in meeting their needs and 18% found it to be somewhat relevant. Other events held during the year include a tour of the National Museum of African American History and Culture, the annual "Clothing Swap and Shop," March of Dimes fundraiser, and workshops in "Understanding Money and Credit," and "Study Skills for Success."

The fall-to-fall retention rate for the 2016 cohort of Pell grant recipients increased to 34.8% (Indicator 14a). As seen with past cohorts, the Pell-recipient and developmental student retention rates are similar (Indicator 13a). The number of Pell grant recipients fell by nearly 400 students from FY 2016 to FY 2017, as reflected in the lower percentage of students receiving Pell grants in FY 2017 of 40.8% (Characteristic E). The Enrollment Management Department and Student

Accounting Office have increased and clarified communications to students regarding FAFSA deadlines and payment arrangement options and deadlines. The Office of Financial Aid continually offers workshops; day, evening, and weekend hours; and free assistance for completing the FAFSA to new and continuing students; and their parents. Financial aid presentations are a component of the PRE 100 course and new student orientations.

The total number of degrees and certificates awarded fell to 488 in FY 2017 (Indicator 20); however, the total number certificates awarded increased from 113 to 201, an increase of 77.9%. FY 2018 saw further increases across all awards: 656 total degrees and certificates were awarded, an increase of 34.4% from FY 2017. Recent increases in certificates were largely in Accounting and Information Technology Basic Skills, which is the focus of the College's partnership with Year Up. The College has placed a greater emphasis on its career pathways, stackable credentials, and targeted academic advising for students with one or two courses left to complete. Through Hobsons communications tools, staff can reach more students in a timely way to encourage degree audits, advising, and remind them of key information related to graduation requirements and dates.

Enrollment in STEM programs decreased in fall 2017 to 2,596 while STEM awards increased slightly to 242 in FY 2017 (Indicator 21). Program Coordinators have worked to establish internship opportunities for STEM students. Lab Animal Science Certificate students have internships while enrolled at the College with the Johns Hopkins Hospital and University, University of Maryland, Baltimore, and private animal care facilities. These students are employed immediately after graduation as Lab Animal Technicians. The Biotechnology Club is actively engaging students through guest speakers, exposure to career opportunities, and interactions with professionals and successful alumni. FY 2018 had the first graduates (9 degrees and certificates awarded) of the Cyber Security & Assurance programs which began in fall 2014 with 44 students and grew to 74 students in fall 2017. BCCC is a participant in the Cyber Warrior Diversity Program (CWDP). BCCC will join Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore in training students in computer networking and cyber security, including training to achieve specified Computing Technology Industry Association (CompTIA) certifications. The CWDP Baltimore-based tech training company Digit All City worked with the colleges and Northrup Grumman to establish the program to provide students with certifications required for clearances for cyber security work by the U.S. Department of Defense and other government agencies. CWDP will launch this semester and include courses leading to A+ certification; the grant funds will cover the exam costs. STEM programs are focusing on more faculty engagement, earlier interventions, monthly updates, more field trips, and networking opportunities for students with professionals to encourage and facilitate interest in the fields, internships, and employment opportunities.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates (Indicator 22). Through the promotion of Educational Plans, the College has seen increased access and use by faculty, advisors, and students. Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. The most common reason provided for those who did not meet their goals was "financial reasons."

BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2017 for the fourth consecutive year (Indicator 25). Respiratory Care achieved a 93.3% pass rate, Licensed Practical Nursing achieved a pass rate of 85.7%, and Physical Therapy Assistant achieved 78.6%. The pass rate for Registered Nursing (RN) graduates increased to 84.1% through strategies implemented over the past year including additional retention and transition support via the RISE initiative (Retention, Integration, Success, Employment) which includes a Retention Specialist, a Health Careers Transitions Coach, more interactive learning techniques, simulation, and a required preparatory course for the licensing exam. Additionally, BCCC received a 2018 Maryland Clinical Simulation Resource Consortium Equipment & Materials Award for the Nursing program. The grant allows BCCC to purchase essential technologies to update its simulation labs that prepare students for work in the nursing field after graduation. The contractual Retention Specialist for the Nursing program has been transitioned to a full-time permanent position to support all the Health Professions programs. The Dental Hygiene program added a skills lab to its practical lessons. The Physical Therapy Assistant and Respiratory Care programs are adding the Test of Essential Skills this fall.

The performance of BCCC transfer students at senior institutions increased in AY 2016-17. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased to 88.3% and the mean GPA after the first year increased to 2.76 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including an opportunity for Nursing students to be dual-enrolled at BCCC and the University of Maryland. Information regarding transfer and articulation agreements are more accessible to students through the Transfer Center, the enhanced BCCC website, and more communications from the Registrar's Office and Advisors about graduation requirements and opportunities. BCCC hosts semesterly transfer events on campus and participates in those hosted by senior institutions. Coppin State University (CSU) recently announced the implementation of a partnership with BCCC to offer two-years of tuition-free enrollment at CSU to eligible graduates of BCCC beginning with 2018 graduates. To be eligible for the CSU Finish4Free program, applicants must be a graduate of a BCPSS high school, have received an Associate degree from BCCC, and completed a FAFSA.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The percent of expenditures spent on instruction remained stable at 43.2%; the percent on academic support increased to 9.5%. The percent of expenditures spent on student services increased slightly to 11.2% and "other" declined slightly to 36.2%.

### **State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.**

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2014 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center was created in response to the

College's realignment tasks under House Bill 1595. A new Director and three staff members were hired to operate sites at the main campus and Harbor site. The Center's priorities are to increase visibility through hiring events for students, integrate job-readiness courses throughout credit and continuing education courses and programs, update career service tools and support structures for all students, and partner with industry sector areas for internships and job placements in those industries. Workshops are being held in resume preparation and interviewing; "College Central" links staff and students to labor market trends and occupational information (via O\*Net). Staff are exploring new funding and grant opportunities to support paid internships and expanded work-study options. The Center provides up to two years of follow-up support services for completers/graduates. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up and P-TECH students have access to industry mentors who are brought to the campus to explain job opportunities. The first group of graduates, anticipated for 2020, will have 100 students going right into employment in their industry sectors. Results from the 2016 and 2018 administrations of the CCSSE show an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

All enrollments and registrations related to workforce development increased in FY 2017. BCCC formed the Workforce Development Task Force in response to the realignment tasks of House Bill 1595. The Task Force is comprised of external representatives from key industry sectors and representatives from each BCCC division. Task Force recommendations included expansion into such industry sectors as transportation. The annual unduplicated headcount and registrations in continuing education workforce development courses increased substantially in FY 2017 to 2,628 and 3,495, respectively (Indicator 30). These increases reflect the full implementation of the Cyber Pathways Across Maryland (CPAM) grant. CPAM funded courses for 300 students in cyber security, Network+ certification, and A+ certification. Under the new VP for WDCE, the Director of Workforce Development position was updated to reflect an industry sector-based approach. Searches are underway for Associate Directors who will be subject matter experts in their respective industry sector focus. The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure had notable increases in FY 2017 to 1,219 and 1,695, respectively (Indicator 31) largely due to CPAM enrollment. The unduplicated headcount in contract training increased by over 600 students to 2,958 and course enrollments increased to 4,385 (Indicator 33). BCCC provided contract training and services to the Maryland State Highway and the Department of Corrections (DOC). The DOC training increased from FY 2016 related to professional development for incumbent correctional officers; 1,000 officers were served over the course of the year. The number of business organizations continued to increase in FY 2017 to 75 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). The College has been expanding its partnerships with City and State agencies including the Department of Social Services and the Mayor's Office of Economic Development to increase job training programs. In FY 2017 and 2018, new training was initiated for Service Employees International Union #1199 for Johns Hopkins Hospital (Certified Nursing Assistant) and Goodwill Industries (Pharmacy Technician). WDCE staff are working with the Maryland Apprenticeship and Training Council to develop BCCC's first registered apprenticeship program in Industrial Maintenance Mechanic. The College's commitment to strong customer service

through being as flexible and responsive as possible in developing, packaging, and delivering the training needed by area employers drives the employers' high satisfaction rate. BCCC's Budget, Contracts, and Operational Services Department works to have effective, efficient, and customer-driven contract management. Additionally, a search is underway for a new Director of Business Services to ensure effective engagement of programs aligned to workforce development needs.

## **Response to Commission Questions**

**Commission Assessment:** *Successful-persister rate after four years all students in cohort (Indicator 16d); Successful-persister rate after four years of African American/Black students (Indicator 17a); Graduation-transfer rates after four years all students in cohort (Indicator 18d); Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).* In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the College reported that its successful-persister rates and graduation-transfer rates for all students and African American students are almost identical because African American students comprise the majority of the College's credit students; therefore, the College does not report any achievement gaps between these populations.

That said, the College has surpassed the benchmarks for all four indicators. To what does the College credit these outcomes and how will this affect future benchmarking on these indicators?

BCCC's overall successful-persister rate for all students in the fall 2013 cohort fell to 52.2% after a sharp increase with the fall 2012 cohort. The developmental completers' rate fell slightly to 77.2% but remained more than double that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 51.0% for the fall 2013 cohort (Indicator 17a). The overall four-year graduation-transfer rate decreased for the fall 2013 to 33.0% and to 42.6% for the developmental completers (Indicator 18). The decline in the graduation-transfer rate for African-American students was nearly the same as that for the total cohort at 32.9% for the fall 2012 cohort (Indicator 19a). The primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. Our benchmarking and initiatives will be informed by that focus. The streamlined levels of developmental education in math and reading/English are making a positive impact, as discussed above. The College continues its work to decrease its advisor-to-student ratio, expand its support services to all students, expand course modalities, offer creative scheduling options, increase financial aid literacy, increase students' access to information, increase staff training on transcript evaluation, and implement a reverse transfer application process in AY 2018-19. Student success remains BCCC's number one strategic priority and the College's initiatives will all be planned and implemented with that in mind.

## COMMUNITY OUTREACH AND IMPACT

BCCC's new Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

### Student Involvement

Involvement in community service helps to create and increase students' sense of belonging. In AY 2017 -18, TRIO/SSS-STAIRS students and staff and members of the College's Ascenders Club donated blankets and served food to the homeless at the Franciscan Center in the City. In addition, the Ascenders Club raised \$315.00 for the March of Dimes and participated in the March for Babies at the Canton Waterfront Park. BCCC STEM scholars represented BCCC at the College App Hackathon and College Fair hosted at the Startup Nest, a Baltimore business incubator and co-working space. The Scholars were invited to join the event to help Maryland youth become more competitive for college and maximize certain financial aid resources BCCC can make available. The Scholars shared their experiences and information about BCCC's fifth annual STEM Community Day. BCCC's new LatinXUNI2 Student Club officers and community leaders participated in a roundtable discussion with U.S. Senator Ben Cardin in November 2017 where students shared how decisions related to the Deferred Action for Childhood Arrivals would impact BCCC students and their dreams to continue their education.

BCCC's annual Spring Fashion Show featured designers from Baltimore City Design School and Stevenson University along with BCCC fashion design and merchandising students and BCCC faculty and staff. This year's show, "Fashion Zone 2018," had 150 guests from the community and local design and art schools. The Physical Therapy Assistant program hosted its fifth annual "Fitness Can Be Fun Games," a free, public event to benefit Mount Washington Pediatric Hospital. The games, hosted by the Physical Therapy Assistant program's students, included family-friendly activities such as hopscotch, relay and scooter board races, a football toss, and other activities to promote health and wellness. Participants enjoyed yoga, Zumba, music, a silent auction, and local vendors and food trucks. Staff from Mount Washington Pediatric Hospital spoke about the Weight Smart® program to educate children, parents, caregivers, and the community about healthy living to reduce and prevent obesity.

BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted a public free oral cancer screening and awareness event in April 2018. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. The Dental Hygiene department held its annual "Senior Week" community service project and "Sealant Saturday." Senior Week is held for adults 62 and over from greater Baltimore who receive free dental cleanings, fluoride treatments, blood pressure screenings, full dental x-rays, oral cancer screenings, dental and periodontal exams, brushing and flossing instructions, and tobacco cessation and nutrition counseling. "Sealant Saturday" brings children from the community ages 5-18 to the Dental Hygiene Clinic at the Liberty campus for free dental sealants

## **Partnerships and Outreach: Baltimore City Public School System (BCPSS) and Community Sites**

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. In fall 2017, BCCC was again awarded a five-year grant from the United States Department of Education. The program has attracted over 70 students from eleven high schools to its Saturday instructional sessions and intensive six-week summer academic and residential program. One-third of the students live on the Towson University campus for five weeks during the summer months prior to commuting to the BCCC's Liberty Campus for the sixth week. At the heart of the program is academic study in science, math, engineering, and biotechnology. Additional coursework in English composition along with computer literacy, study skills, and leadership training supplement the academic services. Individual and group counseling regarding academic matters and financial aid information is readily available.

BCCC hosted the Youth Entrepreneurship Startup (YES) program, a five-work summer work program operated through Youthworks, the City's youth summer program. Participants, age 14 to 18, developed a startup business which included learning to create a business plan, effectively market their products and services, and develop a business pitch. The program culminated with a "Shark Tank" type event where the 20 students vied for \$5,000 to develop their businesses. Mayor Catherine Pugh met and addressed the students encouraging them to learn from everything they do. The College held a step show on campus, "The Panther Revolution: Step Up or Step Aside," which featured BCCC's Prancing Paws step team along with teams from six BCPSS high schools. The show was featured on the WBAL news.

BCCC partnered with BCPSS for the Courting Art program which promotes youth artwork and connects the legal communities with local Baltimore City communities. Led by the Bar Association of Baltimore City, the contest is open to all BCPSS high school students. BCCC's Associate Dean of English, Humanities, and Visual & Performing Arts coordinated the submissions. The theme of the spring 2018 contest was "We Are Baltimore." Prizes included scholarships for art programs or post-high school degrees, and gift certificates for art supplies. The top works were professionally reproduced for long-term display at the Baltimore City Eastside District Courthouse. BCCC hosted a reception for the winners with their works on display at the College's main campus

### **Business, Organizations, and Agencies**

Staff from BCCC's English Language Services area conduct Citizenship Preparation Workshops at agencies throughout the City and State to provide assistance with the application process. WDCE has collaborated with Amazon and Southwest Airlines to host job fairs for the community. The T. Rowe Price Foundation has provided a grant for \$15,000 to BCCC to connect students in West Baltimore to workforce skills development, job attainment, community resources, and success in higher education. The T. Rowe Price Foundation will help BCCC assess and leverage the power of its existing partnerships to better understand student and community needs.

### **Community Programs and Events on Campus**

Over the summer, more than 65 area youth took part in the free BallStars Basketball Camp held at BCCC's Physical Education Center. The weeklong camp included basketball instruction, talks by community leaders, haircuts, and free breakfasts and lunches. The Camp was conducted by former NBA All-Stars Otis Birdson and Michal Ray Richardson. BCCC also hosted 240 of the City's top athletes for the fifth annual Brunson League summer basketball league whose games are popular community events. The league helps to fill the void of professional basketball in Baltimore and uses the power of sports to unite the community.

More than 60 local youth, age 14 – 17, were on campus for two weeks this summer for an Entrepreneur Workshop held by Heart Smiles, a local non-profit organization whose purpose is to support Baltimore's youth by providing resources and services that "Motivate, Inspire and Empower them to BMORE." The program was part of the Department of Recreation and Parks' Keys 2 Success program. Workshops included leadership skills, money management, health and wellness, and healthy relationships. Participants engaged in a community service activity by preparing and delivering bag lunches to local homeless people. Nearly 60 community and non-profit leaders attended the Baltimore Children & Youth Fund's (BCYF) Community Capacity Building session held at the main campus over the summer. BCCC hosted the "Investing in Parents" Town Hall in February 2018. Mayor Catherine Pugh and Dr. Sonja Santelises, CEO of BCPSS, spoke, and a panel discussion was conducted by local, State, and federal officials on how parents can be engaged with schools and their children's education.

BCCC's free Citizenship Preparation program is the largest such program in Maryland. Multi-level citizenship classes prepare students with the English-language skills and knowledge in U.S. civics, history, and government needed to pass the federal naturalization exam. Amazon held an on-site hiring event for warehouse positions in July 2018 at BCCC's Harbor site. Councilman Leon F. Pinkett, III held a town hall meeting at the main campus to educate citizens on how to navigate the City's 311 and 911 systems.

BCCC hosted the free Community Resource Fair at the main campus in November 2017. Free services included HIV testing, dental hygiene table clinics, opioid overdose prevention training, Zumba classes, yoga sessions, and blood pressure screenings. Other participating organizations included the Center for Urban Families, MD Legal Aid, Penn North Recover Center, and the Baltimore City Health Department.

### **Community Forums, Fairs, and Festivals**

BCCC participated in the free FAFSA Forward Workshops sponsored by the Office of the Mayor of Baltimore, BCPSS, the Fund for Educational Excellence, and Baltimore's Promise. BCCC had representatives on site along with representatives from Coppin State University, Johns Hopkins University, Loyola University, Maryland Institute College of Art, Morgan State University, the University of Baltimore and the University of Maryland, Baltimore. The first workshop was held at the War Memorial Building and several others were hosted at various BCPSS schools throughout the City. The events focused on educating and assisting parents with the FAFSA form, which colleges and universities use to determine how much financial aid applicants qualify to receive. Students and families met with financial aid officers and volunteers to get answers to questions and help with completing FAFSA forms.



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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	68.6%	68.4%	69.9%	68.2%
B. Credit students with developmental education needs	86.2%	87.0%	59.8%	85.7%
	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>
C. Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,950	3,939	3,537	3,765
E. Financial aid recipients	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
a. Credit students receiving Pell grants	51.7%	53.6%	44.2%	40.8%
b. Credit students receiving loans, scholarships and/or need-based financial aid	60.5%	62.1%	52.9%	50.8%
F. Students 25 years old or older	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
a. Credit students	59.6%	59.0%	57.3%	55.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	72.4%	78.4%	79.3%	78.9%
	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>
G. Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.8%	2.8%	2.0%	2.3%
b. Black/African-American only	79.1%	77.0%	74.3%	73.4%
c. American Indian or Alaskan native only	0.2%	0.1%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
e. Asian only	2.4%	2.6%	2.4%	2.0%
f. White only	7.7%	7.5%	8.2%	6.9%
g. Multiple races	2.0%	1.8%	1.9%	1.8%
h. Foreign/Non-resident alien	3.7%	6.2%	8.3%	11.2%
i. Unknown/Unreported	1.9%	1.9%	2.0%	2.1%
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$18,737	\$20,964	\$18,525	\$16,882
b. Median income three years after graduation	\$38,242	\$42,446	\$39,219	\$34,377

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	17,890	16,583	15,443	16,049	16,265
b. Credit students	7,995	7,407	6,679	6,346	6,880
c. Continuing education students	10,023	9,278	8,874	9,798	9,850
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	18.0%	15.0%	13.5%	12.9%	20.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	29.4%	22.2%	25.5%	36.7%	27.2%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	24.0%	25.4%	19.8%	19.2%	28.0%

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		53	117	102	139	255
6	Enrollments in online courses a. Credit b. Continuing education	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		6,903	7,593	7,489	6,721	8,491
		306	181	374	879	186
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		35.6%	33.7%	32.9%	34.5%	37.4%
8	Enrollment in continuing education community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		1,232	932	634	784	790
		1,721	1,265	943	1,109	1,150
9	Enrollment in continuing education basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		7,736	6,905	6,182	5,895	6,100
		16,644	15,525	14,824	13,287	13,500
10	Minority student enrollment compared to service area population a. Percent nonwhite credit enrollment  b. Percent nonwhite continuing education enrollment  c. Percent nonwhite service area population, 18 or older	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		91.8%	93.8%	90.9%	92.1%	BCCC Does Not Benchmark
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		90.7%	87.7%	90.3%	87.7%	BCCC Does Not Benchmark
		<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		69.3%	69.4%	69.6%	69.8%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		68.3%	72.0%	75.7%	76.7%	BCCC Does Not Benchmark
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		73.2%	70.6%	74.6%	74.6%	BCCC Does Not Benchmark

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**Goal 2: Success**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	31.9%	33.0%	34.3%	37.1%	38.0%
b. College-ready students	38.8%	39.7%	na (n=29)	53.2%	44.7%
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	31.9%	31.6%	34.6%	34.8%	36.6%
b. Non-recipients	34.7%	40.5%	32.5%	37.3%	Not Applicable
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	24.7%	18.4%	29.6%	26.6%	24.0%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	75.0%	57.8%	na (n=48)	56.0%	62.8%
b. Developmental completers	75.5%	81.3%	80.1%	77.2%	86.3%
c. Developmental non-completers	35.2%	31.5%	35.8%	31.9%	Not Applicable
d. All students in cohort	50.8%	45.9%	57.9%	52.2%	50.9%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years	47.9%	45.0%	55.0%	51.0%	50.0%
a. Black/African-American only	na (n=20)	na (n=11)	na (n=14)	na (n=23)	Not Applicable
b. Asian only	na (n=10)	na (n=0)	na (n=11)	na (n=13)	Not Applicable
c. Hispanic/Latino					
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	60.0%	39.1%	na (n=48)	46.0%	44.1%
b. Developmental completers	40.1%	36.9%	47.7%	42.6%	41.9%
c. Developmental non-completers	27.8%	24.5%	31.3%	23.3%	Not Applicable
d. All students in cohort	34.0%	28.7%	40.8%	33.0%	33.7%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	31.4%	28.0%	38.1%	32.9%	33.0%
b. Asian only	na (n=20)	na (n=11)	na (n=14)	na (n=23)	Not Applicable
c. Hispanic/Latino	na (n=10)	na (n=0)	na (n=11)	na (n=13)	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	301	237	193	108	287
b. Transfer degrees	141	168	232	179	206
c. Certificates	150	104	113	201	154
d. Total awards	592	509	538	488	647

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21	STEM programs	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		2,519	2,236	2,695	2,576	<b>2,600</b>
	a. Credit enrollment					
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	b. Credit awards	317	315	237	242	<b>390</b>
		<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
22	Graduate satisfaction with educational goal achievement	92.0%	98.7%	94.4%	92.1%	<b>95.0%</b>
		<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
23	Non-returning student satisfaction with educational goal achievement	89.0%	77.1%	54.4%	56.7%	<b>65.0%</b>
		<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.0%	83.3%	100.0%	84.6%	<b>100.0%</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
25	Licensure/certification examination pass rates					
	a. Nursing - National Council	70.5%	56.9%	78.8%	84.1%	
	Number of Candidates	61	72	52	44	<b>85.0%</b>
	b. Licensed Practical Nurse - National Council	na	na	100.0%	85.7%	
	Number of Candidates	na	na	6	7	<b>90.0%</b>
	c. Physical Therapy - Assessment Systems	90.0%	100.0%	100.0%	78.6%	
	Number of Candidates	19	12	14	14	<b>97.5%</b>
	d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	100.0%	
	Number of Candidates	23	18	14	14	<b>97.5%</b>
	e. Respiratory Care - MD Entry Level Exam	90.0%	83.3%	100.0%	93.3%	
	Number of Candidates	10	12	7	15	<b>86.7%</b>
		<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>AY 16-17</b>	<b>Benchmark AY 2019-20</b>
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	83.4%	88.3%	Not Applicable
	b. Mean GPA after first year	Not Available	Not Available	2.75	2.76	Not Applicable
	Methodology to calculate this indicator changed starting in AY 15-16					
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
27	Expenditures by function					
	a. Instruction	42.0%	42.5%	43.8%	43.2%	<b>35.5%</b>
	b. Academic support	8.2%	8.4%	8.7%	9.5%	<b>8.8%</b>
	c. Student services	10.8%	11.5%	10.7%	11.2%	<b>12.3%</b>
	d. Other	39.0%	37.6%	36.8%	36.2%	<b>43.4%</b>

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**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0%	80.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84%	86.7%	na (n=3)	85.7%	85.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,061	1,421	1,892	2,628	2,800
b. Annual course enrollments	1,758	2,302	2,257	3,495	3,600
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,031	723	730	1,219	1,250
b. Annual course enrollments	1,683	1,113	1,041	1,695	1,750
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	61	66	73	75	91
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	797	1,137	2,261	2,958	2,300
b. Annual course enrollments	1,522	2,460	2,863	4,385	2,900
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
34 Employer satisfaction with contract training	100%	100.0%	100.0%	100.0%	100.0%

# CARROLL COMMUNITY COLLEGE Performance Accountability Report 2018

## MISSION

*Empowering learners. Changing lives. Building community.*

Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve.

## INSTITUTIONAL ASSESSMENT

The college's activities are designed to fulfill the goals delineated in its comprehensive mission statement and are guided by the priorities in its multi-year strategic plan, *Compass 2020*. The college's annual strategic plans identify the specific initiatives the college will focus on during a given fiscal year to advance the priorities in *Compass 2020*.

MHEC staff identified the following accountability indicator for the college's response. After a discussion of this measure, the college's progress toward achieving its other benchmarks is analyzed, within the context of the goals in the *2017-2021 Maryland State Plan for Postsecondary Education*.

### **Response to Commission Questions Regarding Indicators 16, 17, 18, and 19**

Successful-persister rate after four years all students in cohort (Indicator 16d)  
Successful-persister rate after four years of African American/Black students (Indicator 17a).  
Graduation-transfer rates after four years all students in cohort (Indicator 18d)  
Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).

**Commission Assessment:** *In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported no benchmarks for indicators tied to performance for African American students due to the small size of this minority cohort. Despite the small number of minorities students enrolled, the College reported that its minority population has been growing every year. What does the institution have in place to support minority students and ensure that they persist, transfer and graduate at the same rates as their non-minority peers? How are these programs being evaluated to ensure they are effective?*

Carroll Community College has had a slight increase in the percentage of its student body from a racial or ethnic minority over the last five years, though the actual headcount has decreased slightly, coinciding with an overall decline in enrollment. The latest population estimate for Carroll County is that the county is about 89% white; the College student population is about 83% white, so there is greater minority representation at the college than in its service area.

The College has a variety of processes, initiatives, and activities to support students who are educationally at-risk, including students who are racial and ethnic minorities. Listening to feedback from students, Carroll staff individually reach out to students and provide customized support and academic plans, an approach that is welcoming and comfortable for students who might otherwise feel marginalized. This approach of individualized advising also helps address the intersection of race and other risk factors, such as first-generation college students, English-language learners, or other considerations. This advising approach will be evaluated through student satisfaction surveys and student retention data.

In the 2017-18 school year, Carroll Community College worked to highlight race and ethnicity in routine internal reports, such as program reviews, so that faculty and others who work with students have a sense of the relative success of different kinds of students.

This year we have laid the groundwork for providing dual-credit classes in high schools in lower income neighborhoods, starting in fall 2018. Previously, dual-credit students had to come to campus for their classes or enroll in online sections, but now classes will be offered in two county high schools that have a higher population of minority students. We anticipate that this will both boost dual enrollment of minority and at-risk students and lead them to continuing their education at Carroll Community College after graduating high school.

These new dual-credit classes will be evaluated by Academic Affairs in collaboration with Institutional Research. The plan is to assess student performance in these courses each semester and longitudinally track students' ongoing performance and matriculation, including using National Student Clearinghouse data to look for enrollment in other colleges. Demonstrated success of these classes will include enrollment above our average section size, pass rates at or above college averages, and continued persistence in college as a dual-credit student and beyond high school graduation.

The Diversity and Inclusion Committee is a recommending body to the President and Executive Team as well as a working committee. The group is further supported by the Associate Vice President of Curriculum and Assessment. A revision to the charge of the Diversity and Inclusion Committee in fall 2017 refined the group's focus and planning efforts. The updated charge states that the committee will:

- Serve as an advisory body, making recommendations to the College regarding the promotion of diversity and inclusion;
- Facilitate acceptance, inclusion, and empathy by promoting social justice and diverse ways of thinking and being in all college activities;

- Address issues related, but not limited to, race, ethnicity, culture, age, gender, sexual orientation, gender identity, ability, national origin, veteran status, socioeconomic class, religion, and professional status;
- Coordinate educational resources and opportunities that foster global and diversity awareness for students, faculty, staff, and the community.

Furthermore, two faculty members secured internal funding during summer 2018 to research and design learning activities using principles of experiential learning and intersectionality. The goal of this project is to provide evidence-based tools and best practices for committee members planning and overseeing activities related to cultural diversity.

Another summer-grant-funded project will focus on the design and collection of qualitative data about the experiences of students of color on campus. This data will be combined with quantitative data to inform institutional decision-making regarding supports and appropriate interventions for students.

Data on population trends showing increases in the Hispanic population are being used by Continuing Education and Training to develop targeted outreach efforts to populations that might be interested in trade and industry certifications or credentials.

In addition, the College has made efforts to expand access to the college for all potential students, particularly those who are economically or otherwise at-risk, as we will discuss further in the next section.

### **Maryland State Plan and Progress toward Benchmarks**

**ACCESS** Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

- Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.
- Strategy 2: Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.
- Strategy 3: Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.

The 2017-18 academic year was one of change for Carroll Community College; the institution was faced with declining enrollment, but also planned and implemented some exciting reforms. The college has experienced a 28% decline in total FTE enrollment since FY2011, and progress toward some benchmarks has declined as a result. This is due largely to a decline in the number of high school students in Carroll County and across the state. In addition, we are losing market share to four-year schools who are competing for the same dwindling pool of college-aged students. We have noticed an increasing effort by some four-year institutions to advertise in Carroll County and a corresponding shift in market share. However, despite this decline, we have exceeded our benchmark for dual enrolment, non-credit enrollment, and online credit enrollment.

The College has put considerable effort into reversing this enrollment trend in a variety of ways that we expect to bear fruit in the coming semesters. In the spirit of our mission as a community



college and this portion of the Maryland State Plan, Carroll Community College is focusing in particular on students who might not otherwise attend college.

As mentioned in response to the Commission's question, Carroll Community College spent considerable efforts this year planning the expansion of our dual-credit efforts into the high schools. We are beginning this effort at two county high schools that are relatively lower income and a bit further from the college- Manchester Valley High School and Francis Scott Key High School. Students in these locations have had difficulties with transportation to the college's campus. As a result of a good working relationship with Carroll County Public Schools and these individual high schools, we anticipate that this will allow some high school students to earn college credit who might not have the opportunity otherwise, thus boosting the college's enrollment and providing a benefit to the community.

Carroll Community College has implemented several scholarship opportunities in partnership with our Foundation to help increase access and affordability for our community. We have Rising Star and Jump Start scholarships to help two segments of high school graduates. Rising Star is for the top local high school performers. Jump Start is for students who do not qualify for Pell grants, but for whom affording college tuition is still a barrier. Carroll also recruited a similar pool of students for 2018-19 who might otherwise have waited for the Maryland Promise in fall 2019, by incentivizing recent high school graduates to enroll full-time with the Carroll Promise scholarship. Carroll has a STEM Scholars Honors Program, supported by the Kahlert Foundation, for students pursuing degrees in science and technology.

The college has taken strides toward minimizing the barrier of placement testing and remedial education for our incoming students. The college is now using high school grades and GPA as an alternative to Accuplacer or other tests for students who are recent high school graduates with demonstrated academic success. Carroll is also piloting an alternate placement test for math called ALEKS that provides more supported practice for students to prepare them to re-test and potentially avoid a level of remediation.

We know remedial education can be a barrier for students' ability to begin their college education. This year Carroll re-structured its developmental offerings to be more individualized and streamlined. A new math pathway was introduced for students who are going into non-STEM fields and will not need calculus-based college math. Developmental students on this trajectory have at least one less transitional math course they need to take in order to complete their degrees. The college also implemented a co-requisite model for English remediation (Accelerated Learning Program or ALP) beginning in fall 2018 in which students enroll in transitional English and English 101 simultaneously.

There are also increased efforts to provide more flexibility to students in course scheduling. The college has expanded its offerings of 7-week courses. These shorter-duration courses meet the preferred schedules of many adult students. In fall 2016, 34 7-week sections were offered, with 384 students enrolled. By fall 2017, 40 sections enrolled 631 students. The college also offers many 13-week courses. These alternative starting dates and variable course durations make courses more accessible to students.

Exclusively online courses accounted for 15 percent of all credit course enrollments in fall 2017. The college's Associate of Arts (A.A.) degree in Business Administration can be completed entirely online. A new Director of Online Learning was hired in January 2018, and an analysis of which existing Carroll programs might readily be offered fully online has been completed. Expanded online programming is another way the college is increasing accessibility to affordable higher education. Offering a variety of courses as late start options and online courses are two ways Carroll supports Strategy 3 of the Maryland State Plan for Postsecondary Education to address obstacles faced by nontraditional students in persisting to program completion.

**SUCCESS** Promote and implement practices and policies that will ensure student success.

- Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.
- Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.
- Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.
- Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

Carroll Community College had a great deal of change this year leading toward new, data-driven efforts to drive student success. These include new course, general education, and program review processes, revamped remedial education, and a restructuring of our degree programs. Combined, these should help drive increased success in terms of retention, graduation, and transfer-out rates, but also with an improved student experience. Carroll continues to have strong performance in completion, transfer, and retention rates, including an increase in the rate of developmental program completion.

Academic Affairs has revitalized its assessment process for courses, general education outcomes, and program reviews. These processes all mirror each other and introduce a cycle of increased data usage and more college community involvement.

The One Step Away grant offers full tuition scholarships to near-completers with 45-plus accumulated credits who have stopped out of the college, providing these students the opportunity to complete their degree.

Career Development moved into the advising department to provide students with immediate access to career planning. Advisors are receiving professional development to learn more about career planning with the Career Development director. Every student must choose a degree or career pathway for his or her first 15 credits. At the 30-credit point, students are required to meet with an advisor again to discuss their degree and career plans. The advisor can refer them to the Career Development coach or recommend a student take the career development course. At 45 credits, students are pushed to make a decision again with more explicit intervention from Career Development.

The college has implemented the web-based career planning and employment data tool Career Coach into its main website. Accessible from the home page, career planning page, and individual curriculum pages, Career Coach links extensive local employment demand and occupational information to the college's degree programs and continuing education certificate programs. Incorporation of Career Coach into advising and online information supports Strategy 7 of the Maryland State Plan for Postsecondary Education to create pathways of information sharing for students regarding employment, careers, and academic programs.

Continuing Education and Training has worked diligently toward using more data-driven measures of their progress. To that end, they are leading our peers in establishing a methodology to report workforce training certificate program completion rates. Continuing Education continues to support the local and regional workforce with the development of new workforce training certificate programs, a sequence of courses leading to employment or industry certifications. The most recent additions are the Commercial UAS (Drone) Pilot and the Media Production Specialist certificate programs.

Carroll's Continuing Education and Training area offers apprenticeship training for Electrical Apprentices and HVACR Apprentices (heating, ventilation, air conditioning, and refrigeration), addressing Strategy 7's goal of supporting local apprenticeship programs.

Continuing Education and Training also offers a variety of support to develop local entrepreneurs and small business. MILLER Resources for Entrepreneurs hired a new full-time Director in January 2018. Two major annual events were held: *And Away We Grow*, a retreat for small business owners with Maryland's Special Secretary Rhee as the key presenter; and *Get Business Now*, an annual conference, this year featuring Lt. Governor Rutherford and other State representatives and procurement officers. Credit faculty and students and the community participated in *Get Business Now*. MILLER's role expanded in FY2019 to lead Carroll County's entrepreneurship and small business start-up activities with consolidated funding under MILLER. New non-credit workshops and online courses were developed for fall 2018. The Business Department launched its first credit entrepreneurship class, BUAD 130, in spring 2018, with 20 students. A second, follow-up class will be developed in fall 2018 for spring 2019 introduction.

**INNOVATION** Foster innovation in all aspects of Maryland higher education to improve access and student success.

- Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
- Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.
- Strategy 10: Expand support for research and research partnerships.
- Strategy 11: Encourage a culture of risk-taking and experimentation.

One of the most common characteristics associated with high-quality community college educational programs is their close ties with senior educational institutions and with business, industry, and labor. Two-year educational programs today must align with four-year institutions and work together to fulfill employers' needs for competent, high-performing employees who

enter the workforce with discipline expertise and fundamental job-success skills. Employers have a strong self-interest in helping education improve and in helping students succeed. One of the most effective ways of providing a link between the community college, the 4-year college, and employers is through advisory boards. Advisory boards are essential to the successful initiation of programs and they play an important role in guiding, strengthening, and improving existing programs. An advisory board is a group of employers and employees, as well as community college and 4-year college representatives, who advise community college educators on the design, development, implementation, evaluation, maintenance, and revision of educational programs. Each advisory board is made up of individuals with experience and expertise in the field that the program serves.

Program advisory boards are established to assist in program improvement. An effective board is one that knows that something positive will occur because of its work. The board must decide what it wants to accomplish and then develop a plan to accomplish it. Key to the success of any advisory board is commitment—on the part of the board members as well as participating educational administrators and faculty members. The college can set the tone for this cooperative venture.

At the beginning of the 2017-18 academic year, the College had only nine existing advisory boards. Of those nine, three were in support of continuing education programs, three supported the college's health programs and were required for their external accreditation, and three assisted recently developed programs. Realizing that the majority of the college's programs did not have an advisory board to align college curriculum with workforce needs, the College placed an emphasis on the development of more boards. As a result, 12 new advisory boards were developed. Seven of those met for the first time in spring 2018. The other five will meet for the first time in the summer or fall of 2018.

The college launched new academic courses in response to industry demands and technological changes, including Digital Fabrication. During 2017, faculty met with the Carroll County Manufacturing Roundtable and the "Fab Lab" director at Towson University to research equipment needs. Renovation and conversion of an existing classroom into a Fabrication Lab was completed in July 2018. The college purchased seven 3D printers, three subtractive manufacturing printers, two commercial-grade 3D scanners, and 3D modeling software for the program. Continuing Education and Training offered "Fabricating and Building a Drone" and "Intro to 3-D Printing" courses in 2018. The first credit course, Introduction to 3D Printing, successfully ran with eight students in spring 2018. The college's Academic Council approved the Digital Design and Fabrication A.A.S. program proposal, two certificates, and 10 new courses on May 7, 2018. The new program proposal will be submitted to MHEC in fall 2018. The first meeting of the Digital Fabrication Advisory Board in January 2018 was a huge success, with total support of the proposed curriculum and degree and certificate options.

Continuing Education also launched a new Drone Technology program. An Advisory Board was established along with a partnership with Dream Flight School in Westminster, MD. During 2017-18, the college offered non-credit Ground and Flight School courses preparing students for their FAA license. The Commercial Drone Pilot Workforce Training Certificate, comprised of

eight courses for 95 hours, will be offered in fall 2018. A credit program is being considered for development in 2018-19.

Media Production was developed in partnership with the nearby Community Media Center to offer a Media Specialist Workforce Training Certificate, a series of seven non-credit courses covering pre-production, production, and post-production. The series has run three times since its spring 2017 launch.

Continuing Education and Training offered App development programming with the Apple SWIFT boot camp and is offering the Amazon AWS and SWIFT training programs in fall 2018.

Carroll also participates in a grant-funded initiative to enhance its Cybersecurity program. Whether it is data breaches in major retail and financial service providers, or hackers posting sensitive information on the Internet, no one can deny that the need for professionals who are able to protect information from online intruders is constantly growing. However, gaps in the cybersecurity industry exist at the state, national and international levels between demand for employees and the number of workers qualified to fill those positions.

To address this need, in 2015, a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant of \$15 million was awarded by the U.S. Department of Labor to Maryland's community colleges. A statewide consortium, Cyber-Technology Pathways across Maryland (CPAM), was developed that includes 14 of Maryland's 16 community colleges and more than 40 businesses, professional organizations, and workforce system partners. CPAM is designed to facilitate the creation of career pathways, from basic education through college, leading to Cyber-Technology related jobs within Maryland. Students are trained to qualify for a wide range of jobs through a combination of education, apprenticeships, and hands-on learning. They have the opportunity to earn certifications as well as a degree, depending on what their goal is.

In addition, the college is revamping its placement process. One piece of that initiative is a new math placement testing project. Aligned with Strategies 9 and 11, Carroll is participating in an initiative organized by the University System of Maryland Kirwan Center for Academic Innovation, the ALT-Placement Project. The project allows for randomly-selected incoming students to work through an individualized instructional plan in the adaptive learning platform ALEKS to refine math skills and potentially improve their initial placement in a mathematics course at Carroll.

Aligned with Strategy 11, some Carroll faculty are adopting and adapting Open Educational Resources (OER) to reduce costs for students. A faculty member in Biology was awarded a 2018 Maryland Open Source Textbook (MOST) High-Impact OER Mini-Grant through the Kirwan Center for Academic Innovation to develop and use an OER in Microbiology. In fall 2018, all sections of Carroll's Introductory Sociology courses will use an OER. Additional faculty members are actively exploring OERs for their courses.

A memorandum of understanding is nearing completion with Swansea University in Wales for a credit articulation agreement where Carroll students would study in Wales, make progress

towards their Carroll associate degree, and prepare for possible transfer to Swansea to complete a baccalaureate degree.

The past year has also included four new software implementations that will help the college offer the most modern approaches to our services.

- Continuing Education and Training is implementing a new registration system from Augusoft Lumens, which will lead to a user-friendly customer experience, increased operational efficiencies and robust marketing and reporting capabilities.
- EMSI Career Coach was implemented as a way for students to see the career options available to them, including anticipated job openings and salaries by region.
- The college has begun using a new Customer Relations Management software, Fireworks' Fire Engine Red. This has facilitated better outreach to prospects, including using text messaging to send reminders during the enrollment process and a new online application using this tool is near implementation.
- Student Services and Academic Affairs have begun implementation of Hobson's Starfish retention software. This will allow for improved individualized approaches to advising and make it easy for students to get regular feedback from instructors and access important services like tutoring and disability support.

## **COMMUNITY OUTREACH AND IMPACT**

Carroll Community College is launching an athletics program for the school year 2019-20. The college's Board of Trustees approved the introduction of men's and women's cross-country and soccer teams, with competition to begin in fall 2019. The college heavily engaged the community in its search for a mascot this year. A poll was conducted of the public along with college students, faculty, and staff, which was advertised in the local newspaper, *The Carroll County Times*. The college received over 300 different suggestions. A Mascot Selection Committee, using criteria it had previously established, identified a set of possible mascots for a series of votes. A final vote, between Condors and Lynx, yielded the Lynx as the name for the athletic teams of Carroll Community College. The college then engaged an athletic branding graphics firm to develop the logo and graphic identity for Lynx Athletics.

Carroll Community College has also responded to local demand and expanded and re-branded its on-campus child development center. The center has been administratively moved under the college's Education Department, so it has more ties to our academic programs and our early childhood education students. The Littlest Learners has expanded hours to accommodate the needs of working parents. The center has also created more learning opportunities including a nature-based program and more outside time. Our early childhood lab uses best practices in the field and mutually benefits preschool students and the college's Early Childhood Education students, who are growing as future teachers and providing model lessons to the children.

An important secondary mission of the college is to promote community enrichment through service and cultural arts activities. A full calendar of art, music, and theater events, centered in the Scott Center for the Fine and Performing Arts, is offered to the public each year. In addition,

the college partners with community organizations in service learning projects. Service learning connects students' academic learning with service to the community, integrating theory with practice and meeting community needs. The Lifelong Learning area in Continuing Education and Training enrolls over 3,000 individuals in hundreds of courses for adult personal enrichment throughout the year. *SummerKids!@Carroll* and *Teen College* camps for youth are held each summer.

The college's Diversity and Inclusion Committee engages with local community groups as well. In the past year, they have collaborated with key community and campus groups, including the Community Media Center, the local branch of the NAACP, and the campus café that provided menu choices tied to specific cultures in conjunction with Diversity campaigns. These collaborations will continue and expand in the future.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	63.1%	63.5%	65.4%	67.0%
B. Credit students with developmental education needs	75.0%	74.4%	68.3%	57.5%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	26.6%	27.5%	25.7%	18.2%**
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	218	214	192	206
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	20.1%	21.0%	19.5%	18.0%
b. Credit students receiving loans, scholarships and/or need-based financial aid	30.5%	32.5%	30.7%	29.3%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	28.7%	27.0%	24.5%	24.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	83.8%	83.1%	83.9%	85.0%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	52.9%	62.6%	48.8%	57.4%**
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.1%	3.9%	4.1%	4.8%
b. Black/African-American only	3.7%	4.1%	3.9%	3.9%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
e. Asian only	1.5%	1.6%	2.0%	2.7%
f. White only	87.9%	85.8%	84.8%	83.4%
g. Multiple races	2.0%	2.2%	2.6%	2.3%
h. Foreign/Non-resident alien	0.2%	0.2%	0.1%	0.2%
i. Unknown/Unreported	1.3%	1.9%	2.2%	2.6%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$12,819	\$10,159	\$12,168	\$13,438
b. Median income three years after graduation	\$49,918	\$48,450	\$52,977	\$55,832

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	12,062	12,345	12,194	11,842	<b>12,000</b>
b. Credit students	5,186	4,999	4,780	4,659	<b>4,500</b>
c. Continuing education students	7,366	7,742	7,695	7,408	<b>7,500</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	46.4%	51.3%	45.7%	44.0%	<b>50.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	69.1%	69.1%	68.5%	66.8%	<b>70.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	56.6%	50.2%	56.8%	52.5%	<b>55.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					



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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		163	202	244	291	225
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	3,507	4,317	4,812	5,104	4,500
	b. Continuing education	178	180	237	182	200
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		50.6%	51.2%	53.2%	52.7%	≤50.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	2,706	2,855	2,932	2,221	3,000
	b. Annual course enrollments	5,264	5,390	5,185	4,464	5,500
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	444	429	403	389	400
	b. Annual course enrollments	859	851	739	670	800
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	10.9%	12.4%	13.2%	14.2%	15.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		12.1%	13.5%	13.6%	15.2%	15.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		8.6%	8.9%	9.2%	9.6%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		4.0%	5.1%	6.8%	9.5%	9.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		9.6%	8.8%	7.6%	7.1%	9.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	65.7%	60.7%	61.6%	59.8%	65.0%
	b. College-ready students	77.7%	72.4%	65.0%	70.0%	75.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	64.4%	59.2%	58.3%	65.0%	65.0%
	b. Non-recipients	81.8%	68.4%	77.8%	62.2%	Not Applicable

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		59.4%	59.3%	59.3%	61.6%	60.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	85.9%	86.5%	86.0%	90.8%	90.0%
	b. Developmental completers	85.4%	86.9%	87.4%	84.3%	90.0%
	c. Developmental non-completers	31.8%	32.3%	19.3%	31.9%	Not Applicable
	d. All students in cohort	73.1%	75.2%	75.5%	76.1%	80.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	N<50	N<50	N<50	N<50	80.0%
	b. Asian only	N<50	N<50	N<50	N<50	80.0%
	c. Hispanic/Latino	N<50	N<50	N<50	N<50	80.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	73.4%	76.6%	71.9%	73.0%	80.0%
	b. Developmental completers	67.4%	62.8%	60.4%	66.2%	70.0%
	c. Developmental non-completers	20.6%	24.1%	11.9%	17.2%	Not Applicable
	d. All students in cohort	57.7%	57.0%	55.3%	58.7%	60.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	N<50	N<50	N<50	N<50	60.0%
	b. Asian only	N<50	N<50	N<50	N<50	60.0%
	c. Hispanic/Latino	N<50	N<50	N<50	N<50	60.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	176	157	168	150	160
	b. Transfer degrees	480	465	446	432	465
	c. Certificates	38	23	29	28	25
	d. Total awards	694	645	643	610	650
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	1,201	1,279	1,322	1,208	1,400
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		222	202	218	201	210
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		99.3%	100.0%	98.2%	97.4%	90.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		66.0%	68.8%	67.6%	78.6%	65.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	73.0%	77.4%	80.6%	84.9%	80.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Physical Therapist Assistant	100.0%	100.0%	93.1%	100.0%	90.0%
Number of Candidates	24	26	29	25	Not Applicable
b. LPN	93.0%	100.0%	100.0%	100.0%	90.0%
Number of Candidates	15	13	13	8	Not Applicable
c. RN	85.0%	92.4%	83.5%	84.3%	90.0%
Number of Candidates	94	66	91	83	Not Applicable
d. EMS	50.0%	75.0%	0.0%	80.0%	80.0%
Number of Candidates	6	8	1	5	Not Applicable
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	90.4%	87.9%	85.0%
b. Mean GPA after first year	Not Available	Not Available	3.02	3.00	2.80
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	48.1%	48.2%	48.4%	45.7%	50.0%
b. Academic support	11.6%	11.5%	12.0%	12.7%	12.0%
c. Student services	8.5%	8.7%	9.2%	9.2%	9.0%
d. Other	31.9%	31.5%	30.5%	32.4%	29.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	89.7%	95.0%	89.7%	93.2%	90.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	92.9%	88.9%	94.3%	90.9%	90.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,345	4,543	4,450	4,873	4,500
b. Annual course enrollments	7,647	7,503	7,072	7,610	8,200
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,857	2,872	2,788	2,573	3,000
b. Annual course enrollments	4,546	4,001	4,057	3,783	4,500
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	88	88	82	57	80
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,454	2,796	2,607	3,058	3,000
b. Annual course enrollments	3,744	4,339	3,912	4,573	4,500

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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	97.6%	96.7%	100.0%	<b>95.0%</b>

# Cecil College

## 2018 Institutional Performance Accountability Report

### Mission

Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

### Institutional Assessment

Cecil College's Strategic Plan provides the foundation of the College's planning activities and serves as the primary guide for the development of funding priorities. The 2015-2020 Strategic Plan is bold, focused and measurable. It includes external data and input from all constituencies to set the College on a path for continuing success.

Various initiatives and division plans support the implementation of the Strategic Plan: Plan of Action and Implementation for the Strategic Plan, Academic Programs Assessment Plan, Institutional Assessment, Campus Safety and Security, Cultural Diversity, Enrollment Management, Human Resources, and Technology. Each of these identifies operational objectives to achieve the Strategic Plan initiatives and promotes the efficient use of College resources. Specific objectives include streamlined processes and procedures, improved internal collaboration and a technology-enhanced learning environment. College units review and update initiatives annually to insure that these planning documents are coordinated with the Strategic Plan initiatives to further institutional effectiveness.

The College's Strategic Plan focuses on student academic achievement and completion, fostering a dynamic learning environment, stimulating resource development that prompts student success, and expanding community alliances.

### State Plan Goal 1: Access

As the county's only institution of higher education, Cecil College is integral to the growth and vitality of the county and region. According to the *Economic Value of Cecil College Study*, in fiscal year 2016, Cecil College and its students added \$113.1 million in income to the Cecil County economy, equivalent to 3.3% of the county's gross regional product. Overall, the \$113.1 million impact supports 2,159 jobs. Cecil College continues to closely monitor all available existing qualified worker shortage areas and emerging high-demand occupational fields and industries. *The Graduate Follow-Up Survey* of 2016 graduates illustrates how Cecil College is aligning with regional employers to satisfy workforce needs in northeastern Maryland.

According to the *2016 Graduate Follow-Up Survey*, 80.8 percent of full-time employed career program graduates in fiscal year 2016 were working in a field related to their community college field of study (indicator 28) and 85.7 percent of fiscal year 2016 Cecil College graduates are satisfied or very satisfied with the way the College has prepared them for employment (indicator 29).

In the context of economic growth of our county, access is key to entry in postsecondary education, and Cecil College continuously implements strategies to work with Cecil County Public Schools (CCPS) to enroll a larger market share of recent high school graduates. Included in these measures are the transition of STEM students, the availability of more programs directly aligned with technical programs offered in high school (i.e., health care careers, visual communications, criminal justice, etc.), and more robust-recruitment initiatives. All five public high schools host Cecil College faculty on premise to make college coursework more accessible to their students. Annually approximately 150 high school students complete these courses. In collaboration with CCPS, new course options are constantly explored; for example Statistics will be offered in one CCPS high school in the spring of 2019 related to a requested need. Additionally, there is an Early College program that currently has 145 high school students enrolled from two districts and homeschool. Completers earn a Cecil College Associate of Arts degree in General Studies upon completion of high school.

Cecil College methodically monitors Science, Technology, Engineering, and Mathematics (STEM) programs enrollment and graduation rates. Indicator 21a shows a 41.6 percent growth in fall 2017, as compared to fall 2014, in the unduplicated number of credit students enrolled in STEM programs. The number of credit degrees and certificates awarded in STEM programs is almost four times higher in fiscal year 2017 as compared to fiscal year 2014 (indicator 21b).

As a direct result of Cecil College recruitment initiatives, the total annual unduplicated headcount enrollment increased by 2.4% between fiscal year 2014 and fiscal year 2017 (indicator 1a). Over the same time period, the annual credit enrollment decreased by 1.8% (indicator 1b), and the number of Continuing Education students grew by 7.0 % (indicator 1c).

This growth in the annual enrollment in the credit area was made possible, among other actions, by increasing the number of high school student enrollments from 152 in fall 2014 to 286 in fall 2017 (indicator 5) and by increasing enrollment in online courses by 5.0% in fiscal year 2017 as compared to fiscal year 2014 (indicator 6).

Over the last several years, Cecil College made continuous efforts to increase access to education to minority students. Despite the fact that the percent of nonwhite service area population, 18 years or older, was in July 2016 only 13.0% (indicator 10c), the percent of nonwhite credit enrollment at Cecil College was 22.3% in fall 2017 (indicator 10a). The College hosts a recruitment day for minority students from Cecil County high schools. In spring 2018, there were 92 students who participated in this day-long program. Additionally, the College continues minority retention initiatives that are threaded with multiple strategies to engage and retain minority students. These activities include: academic success seminars, time management workshops, study tips, test-taking sessions, and mentoring programs.

Cecil College continues to strategize to promote access and affordability for high school students. Historically, the baccalaureate attainment rates of Cecil County citizens have fallen below the state average. The goal is to align students with career paths and degree pathways prior to high school graduation, to facilitate a more seamless transition to a college program of study and a career path. The College offers courses on-site in area high schools so students can complete college and high school courses simultaneously. In part, this is made possible through the College Bound Tuition Reduction Program. This program provides a fifty percent tuition scholarship for all qualified secondary students in Cecil County public schools and other approved educational entities. The College-Bound Scholarship is also available to out-of-county and out-of-state students, albeit for less discounted dollar amounts. Students can complete 6-12 college credits per academic year during their junior and senior years at a discounted rate. This program has been a great success with 12-15 percent of the senior class participating annually. Most importantly, these students can start college, after graduation, having completed 6-24 credits towards a degree.

The CCPS College Readiness Pilot, begun in 2016, allows CCPS seniors to utilize their high school transcript for placement purposes in Mathematics and English. In the first year of this two-year pilot, 121 CCPS graduates began in college level English based on their high school grades; 64 students qualified in Mathematics. Preliminary success rates for the initial year for the readiness pilot program were strong; CCPS students enrolled in college level English had 76.9% successful completion rate, compared to 69.4% for general college population; CCPS students enrolled in college level math had a 60.9% successful completion rate, compared to 61.7% for the general college population. Data is being collected and analyzed related to the effectiveness of this strategy to determine its long-term efficacy. This partnership strategy is an excellent example of the collaboration between CCPS and Cecil, and provides an excellent avenue for access and timeliness of completion. As a result of these strategies, Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities who were attending the College was 51.7% in fall 2017 (indicator 2). More significantly, the College enrolls eight out of ten (82.1 percent) part-time undergraduate students from the service area, and dominates the market for part-time students (indicator 3). New and revised opportunities in visual communication, teacher education, art, music, business and logistics are being explored and developed with the county school system to further strengthen and promote college affordability, completion and seamless transition into college.

According to the Maryland State Plan for Postsecondary Education 2017-2021, finances continue to be one of the primary reasons why students do not persist in their quest for a postsecondary education credential. Because 29.7% of Cecil College students are first generation students (indicator C) the issues of financial literacy and financial aid are important topics of discussion at Cecil College. 56.7% of our credit students receive loans, scholarships, and/or need based financial aid (indicator E-b) while the tuition and fees at Cecil College are only 39.5% of tuition and fees at Maryland public four-year institutions (indicator 7).

Indicator 14a data shows a 2.9 percent increase in fall-to-fall retention for Pell grant recipients for fall 2016 cohort as compared to fall 2013 cohort while there was a 3.8% decrease in retention for fall the 2016 cohort as compared to fall 2013 cohort for non-Pell grant recipients (indicator 14b).

Cecil College Foundation impacted enrollment and affordability by providing scholarships to our students, as well as program support to a variety of academic and extra-curricular programs.

In fiscal year 2017, the foundation awarded 346 students \$280,250 in scholarships. This represented a drop from \$329,926 awarded to 350 students in fiscal year 2016. The foundation continued its partnership with enrollment to identify and support new and returning students who had unmet financial need, providing an additional \$20,000 to enable such students to continue their studies through targeted scholarship opportunities. This support, combined with the financial aid office's continuing efforts to educate and encourage students to pursue all forms of financial aid, led to 44 percent of Cecil College students receiving loans, scholarships, and/or need based financial aid in the 2017 fiscal year (indicator E).

The foundation also provided \$389,131 in program funding to enhance academic and extra-curricular activities at Cecil College in FY17, an increase of 15% over the \$329,926 given in fiscal year 2016. The college's athletics program, nursing and education programs, and the Milburn Stone Theatre were among the top recipients of program support through the Foundation, and additional support was shared throughout many other areas of the college. This program support allowed the academic and extra-curricular departments to pursue opportunities for our students and our larger community without imposing an additional financial burden on the college's students or the taxpayers of the county.

Affordability remains a core tenet for Cecil and the college continually seeks opportunities that facilitate affordability for our students. A grant was pursued and obtained to implement Open Education Resources (OER) materials in all Introduction to Sociology (SOC 101) courses, starting fall 2017. Significant savings were associated with this change, with 962 students enrolled in SOC 101 for the fall 2017 semester which correlates to a total cost savings of \$19,600. Completion rates for SOC 101 remained relatively steady from 2016-17 (76.5% - before change to OER text) to 2017-18 (73.8% - after change to OER text). Faculty continue to explore other avenues for OER use. Cecil College has also joined a consortium in Maryland related OER. The University System of Maryland's Kirwan Center and Maryland Online proposal to the Department of Education's Open Textbooks Pilot Program as part of the Maryland Open Source Textbook (M.O.S.T.) initiative. Cecil will collaborate with other 2-year and 4-year institutional partners on conducting needs assessments, creating openly licensed and fully accessible instructional materials, and integrating applicable open educational resources (OERs) in primarily two disciplines: health professions and information technology, with a focus on 2-to-4-year pathways. The Kirwan Center will act as the lead in developing the proposal and, if the grant is awarded, in managing the project and coordinating collaborative inter-institutional teams.

## **State Plan Goal 2: Success**

According to the *Previously Enrolled Students Survey 2017*, 55.7 percent of spring 2017 non-returning students have been satisfied with their educational goal achievement (indicator 23). Among main reasons for not returning to Cecil College for the next semester, former students



cited: transfer to another school (26.0%), personal/family issues (14.0%), financial reasons (10.0%), academic issues (10.0%), and work/school conflict (10.0%).

The successful persister rate after four years and the graduation rate after four years (indicator 16 and indicator 18) for all students in the cohort increased this year by 9.0 percent for successful completer rate (as compared to fall 2010 cohort), and by 4.0 percent for the graduation rate. Successful persistence rates are described as first-time fall cohort students who attempted 18 or more credit hours during their first two years and either graduated, transferred, or earned at least 30 credit hours with a minimum cumulative grade point average of 2.0, or are still enrolled at the College four years after initial entry.

Over the last four years Cecil College has consistently increased the percentage of developmental completers (fall entering students with at least one area of developmental need who completed all recommended developmental coursework within four years after entry). As compared to fall 2010 cohort, the number of developmental completers increased by 16.0% for fall 2013 cohort (indicator 15).

94.1 percent of 2016 Cecil College graduates were satisfied with the achievement of their educational goal (indicator 22), and 94.7 percent of them were satisfied with the way Cecil College prepared them for transfer to a four-year institution (indicator 24). 94.5 percent of Cecil College graduates transferred to a four-year institution had a cumulative GPA of 2.0 or above in academic year 2016-2017, and their mean GPA after the first year was 3.19. The same numbers for academic year 2015-2016 were 88.5 percent, and 3.14 (indicator 26).

Cecil College has continued to revise and implement a number of initiatives to improve student persistence and completion:

- A new developmental sequence for English was piloted in the spring of 2018, with a five credit course replacing two four credit courses. This new sequence decreases the maximum number of credits for developmental English from twelve to eight credits. The pass rate for this small pilot program was 52%, comparable to previous pass rates for beginning developmental English courses. However, this sequence shortens successful completers time in developmental English education. This new course was revised over the summer, with enhanced support tools embedded in the course and was fully implemented in the fall of 2018. Data will be collected on student success.
- For students who are assessed as ‘almost’ college-ready for English, blended, college-level English classes made up of ½ Developmental Education students and ½ college-level students continue. These classes are supported by a full-time faculty instructor and a full-time faculty member as an in-class tutor. The blended English courses include an additional (mandatory) lab for developmental students. Pass rates for blended English courses have remained steady around 80% spring 2015 through fall 2017.
- The mathematics department’s initiative that examined the completion rates in the developmental sequence continues. As previously reported, the cumulative completion rate for all developmental mathematics courses in fall 2014 was 40%. The courses were delivered self-paced using Pearson’s MyMathLab software. Students progressed through course materials with the assistance of an in-person mathematics instructor and tutor embedded in each classroom. The use of ALEKS course software and a redesigned

developmental math course sequence, decreasing from a maximum of eleven credits to a maximum of eight credit hours, was piloted in fall 2015. The cumulative completion rate for all developmental mathematics courses in fall 2015 was 70% and this success rate has been maintained. In data collected thus far, the cumulative completion rate for all developmental mathematics courses now following the fully implemented new sequence was 71%. The next step in this process is to track the successful completion rates for college level math courses related to students who complete developmental mathematics. This data collection is ongoing. The majority of students who required developmental mathematics now take one course prior to starting college level math. Preliminary data indicates over 65% of students who take a developmental course, only take one course prior to starting college level math.

- A First-Year Experience (FYE) course was developed in the spring and summer of 2017. Research indicates a correlation between students enrolled in a First Year Experience (FYE) course and college retention and completion. A multi-disciplinary team of faculty developed and taught the first pilot courses Academic Year 2017-2018 to a small cohort. This program is being revised by an interdisciplinary team of faculty and students services personnel with plans to roll out on a larger scale in the fall of 2019.
- Credit for prior learning opportunities can enhance student success and completion. Cecil College has credential assessment/credit for prior learning opportunities for students in Health care careers, licensed practical nursing, teacher education, visual communications, business, and health information technology. Many of these opportunities are in collaboration with CCPS, creating more seamless opportunities for students transitioning from high school to college.

The College has sustained use of the Early Warning System for academic monitoring, whereby students are contacted at several points each semester regarding their academic progress. Assistance is provided to students through tutoring, academic workshops, and general assistance in resolving academic issues. For the 2017-2018 year, approximately 575 letters were mailed and over 325 calls made to students resulting from faculty participation in Academic Monitoring.

To assist students in achieving their academic goals all new students are required to complete a degree pathway plan, meet with an advisor each semester, and subsequently, their academic progress is monitored during three critical points each semester. Further, advisors actively seek out near-completers and work with these students to develop a degree completion plan. The College also introduced a Completion Scholarship, whereby students can receive financial assistance to enroll in additional credits. The intent of the program is to accelerate time to degree among students in good academic standing.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure grew by 24.3 percent from fiscal year 2014 to fiscal year 2017 (indicator 31a). The overall growth in the delivery of workforce education and training was negatively impacted as one major component of the program, Job Start, was eliminated in fiscal year 2014 due to lack of grant funding. However, enrollment in this program grew from fiscal year 2014 to fiscal year 2017 by 9.3 percent (indicator 30a).

The number of businesses provided with training grew from fiscal year 2016 to fiscal year 2017 (indicator 32) from four to eight, while the unduplicated headcount and annual course enrollments in noncredit contract training decreased by 9.5 percent in fiscal year 2017 as compared to fiscal year 2016 (indicator 33a). The annual course enrollments in contract training courses show a 30.9 percent increase in fiscal year 2017, as compared to fiscal year 2016 (indicator 33b).

Employer satisfaction with non-credit contract training provided by the College has always been excellent (indicator 34). In fiscal year 2017 (as in the previous four years too), 100 percent of the surveyed clients expressed satisfaction with the services provided.

The number of participants in noncredit community service and lifelong learning courses at the College grew by 21.0 percent in fiscal year 2017 as compared to fiscal year 2013 (indicator 8). Growth in this area is very vulnerable to downturns in the economy; however, programming adjustments and changes in delivery methods have enabled this to be a strong area for the Division.

Noncredit headcount enrollments in basic skills and literacy is an indicator that varies from year to year based on community demand, as well as funds available to provide course offerings. In fiscal year 2017, there was a 17.8% decrease in enrollment in continuing education basic skills and literacy courses as compared to fiscal year 2016 (indicator 9a).

### **State Plan Goal 3 – Innovation**

The College remains firmly committed to advancing the use of innovative technology in the learning environment. Evidence of this commitment was made clear when the 2015-2020 Strategic Plan was developed and included strategic initiative 2.1 which stated “expand the use of innovative and emerging technologies to enrich the learning environment and improve administrative effectiveness.” Grants have been sought and obtained to purchase and utilize more sophisticated simulation equipment in the nursing and PTA departments and upgrading equipment in the visual communications program. The Institutional Technology Advisory Committee was launched in fall 2015 to broaden faculty and staff input in the purchase and use of hardware and software that enriches the learning environment. Resources are available to help faculty members explore innovative teaching approaches through workshops, seminars and faculty development. In conjunction with the IT department a faculty workgroup tasked with reviewing all of the technology currently used in college learning spaces, was launched in the fall of 2017. Their recommendations were received in the spring of 2018, with modifications to the technology in selected model classes implemented. Faculty will assess these changes in the upcoming academic year. Additionally, the computer science and cybersecurity classrooms were revamped and upgraded providing a state of the art learning space for these disciplines.

Immersive field experiences support student success and the acquisition of skills applicable to the selected work force. Cecil College has 26 associate degrees with immersive work experiences embedded in the curriculum. Of the twenty-one AAS degrees, 71% have an immersive field experience, a significant increase from 48% two years ago. Work will continue, embedding immersive field experiences in degree programs where it is appropriate and applicable.

Online educational opportunities remain an area of focus. To facilitate quality online education, Cecil College requires faculty who teach online, to have additional education or training professional development. The Professional Development for Online Teaching course is offered at Cecil College, by a qualified instructor. This course includes competencies that align with Quality Matter's, online instructor skill set and instructors who complete these modules are provided with the background knowledge needed for teaching online. To date, eighteen full-time and ninety-seven adjunct faculty have completed this course. In addition, Cecil College has eight courses that have been Quality Matters ® certified; the most recent was MUC 143 Music Fundamentals.

Faculty Guild is an organization focused on improving student outcomes by offering personalized professional development for faculty based on the research and model developed under the leadership of Dr. Gail Mellow, CUNY college president and 2017 winner of the ACE-administered TIAA Institute's Hesburgh Award for Leadership Excellence in Higher Education. The model is explored in the book *Taking College Teaching Seriously: Pedagogy Matters!* This program is being piloted with five faculty members, three full-time and two adjunct faculty, for the upcoming academic year. Data and feedback collected will determine continuation and expansion of the program in the upcoming academic year.

### **Response to Commission's Questions Regarding 2017 PAR**

The Commission is concerned about the persistent statewide gaps in college success and completion when comparing African American students with their peers. In the 2017 Performance Accountability Report, the College reported no benchmarks for indicators tied to performance for African American students due to the small size of the minority cohort. Despite this small size, the College's minority population has been growing every year.

The College has initiated several initiatives to support underrepresented students. A Male Students of Color Mentoring Group was formed with 4 faculty/staff and 10 student participants. The College co-hosted an annual Minority Scholarship Night Program with NAACP as well as an Alpha Phi Alpha Fraternity Banquet, which provides scholarships for minority males attending Cecil College. An educational series entitled, "Black Minds Matter," was coordinated in conjunction with San Diego State University and consisted of 8 educational sessions and discussion groups consisting of faculty, staff, and students. The Multicultural Student Union hosted numerous activities and programs including a graduation/transfer workshop to encourage students to continue their education.

The college has also made a concerted effort to recruit and hire a more diverse faculty and staff. In 2017, there were 163 total faculty and staff of which 20 (12.27%) were minority. In 2018, there are 172 total faculty and staff of which (16.28%) are minority representing 32.7% year over year change.

## **Community Outreach and Impact**

Cecil College strives to meet the region's education, workforce, and economic development needs through multiple avenues. The Career and Community Education (CCE) division is one area that offers career preparation courses, ongoing continuing education and professional licensure/certification for incumbent employees. CCE programs focus on entry to middle level skilled jobs requiring career and technical training beyond secondary education.

Cecil College's Healthcare Careers' noncredit certificate programs prepare students academically, technically, and professionally to begin a new career in health care, in areas such as: Medical Assistant, Paramedic, Certified Nursing Assistant/Geriatric Nursing Assistant, and Phlebotomy. Overall, more than 75 participants completed Healthcare Careers programs last year.

Students also often continue their studies at Cecil College, transitioning into credit programs. In the last two years, five Medical Assistant completers graduated with the Healthcare Sciences Associate of Science degree and five students (completers of the Nursing Assistant/GNA, Medical Assistant, or the Phlebotomy program) entered Cecil College's Nursing program.

The Workforce and Business Solutions department provides professional development opportunities for students as they prepare for employment. CCE trades programs are aligned with public school offerings to supplement Career and Technical Education coursework. These courses mirror the Cecil County School of Technology's programs and provide opportunities for individuals to secure certification through alternative methods. Additionally, Cecil County's industry leaders expressed the need to develop a workforce that is not just technically sound but also cognitively and behaviorally competent. To date, over 300 individuals participated in skills development training. The number of CCE Business Solutions training for businesses expanded for FY'17.

Warehousing, leadership development, and team building programs are attractive to many of Cecil County's businesses. For FY'18, over 100 individuals from 10 organizations participated in customized training programs. In partnership with regional employers, an HVAC/R Apprenticeship Program was developed in the spring of 2018 and this 4-year program launched fall 2018. Strong relationships with the local Workforce Investment Board, Department of Social Services, and regional associations provide CCE with a direct link to business leaders and therefore, the needs of the business community. For FY18, Cecil College's Truck Driver training program reported a completion rate close to 93%. Employment rates for program graduates is over 85%. Aligning the training curriculum with the Professional Truck Driver Institute's (PDTI) qualifications for outstanding programs was a priority for FY'18. This designation will recognize Cecil College's Truck Driver training courses as a national certified program. The program is poised to apply for the PDTI certification in FY19.

Approximately 150 Truck Driving training students interacted with 18 different companies over six job fairs throughout the year. Marketing via Facebook and other social media outlets is expanding the program's reach beyond county boundaries. The Cecil College Drives Facebook page has over 300 followers while various Transportation Department Facebook ads reach about 20,000 individuals per week. Additionally, a new video promoting the program was developed for use on the college website, social media outlets and community presentations.

In FY18 the Transportation department executed 32 contract classes serving 168 students. In addition to established relationships with Amtrak, Aberdeen Proving Ground, Herr's and Maines among others, new relationships were forged. For example, Giant Foods is sending their veteran drivers through the Smith System training. Several new contract courses were developed and implemented in FY18, such as. Train the Trainer and Close Quarters Maneuvering which are short and repeatable courses companies can refer employees to on an annual basis.

Driver Education provide services to the youth of Cecil County. Five Driver Education cars are in use seven days a week. The program operates throughout Cecil County via satellite locations including five high schools, Elkton Station and Cecil College-North East Campus. Class sizes consistently average 22 students per course. The Driver Education program produced 638 licensed drivers in FY18.

Lifelong Learning continued growth across all departments. These departments include Personal Enrichment, Youth Education, Senior Education and Summer Camps. Senior education programs saw a large increase in both enrollment and event attendees. Senior Network grew by 22% this year, which helped boost enrollment in many senior courses. The 55+ Healthy Lifestyles Expo recorded attendance of 305 for the FY18 fiscal year.

Summer Camps continues to be the largest growth department in Lifelong Learning. Growth is attributed to the addition of new and updated classes, increased marketing, and the addition of the online registration system added this year. CampDoc is an online registration system specific to summer camp enrollment, and is all-inclusive. Enrollment increased by nearly 200 campers.

In addition to the many classes and experiences offered, events play a major role in community outreach in Lifelong Learning. The Mind, Body, & Spirit Festival reached over 500 participants for the first time, a record by nearly 200. Cecil Con continues to grow in attendance, adding new venues and online registration. Marketing was vast, and the reach was nation-wide, with visitors from all over the country. Attendance increased from roughly 1,000 to 2,300 this year.

Enrollment in Cecil College's Adult Education Program demonstrated a slight decrease from FY'17 to FY'18 from a total of 357 to 349; however, the Program's completion rate improved from 24% in FY'17 to 30% in FY'18%. The Program partnered with the Work Incentive Self Help (WISH) program and the Maryland Rural Development Corporation (MRDC) to offer a successful afternoon ABE/GED on site class at WISH and both a morning and evening ABE/GED at the Family Education Center. Three cycles of ABE/GED evening classes were held at North East High School and year round open enrollment ABE/GED classes were provided at the Cecil County Detention Center. The Program continued its formal partnership with Eckerd to provide ABE/GED instruction and funding for certificate training programs for At Risk Youth. Morning and evening ESOL classes at Elkton Station provided instruction for 46 non-native students to improve their knowledge of the English language. Soft job skills and basic computer skills were also taught within the context of GED and ABE instruction. The Transition/Outreach Specialist provided intensive support and guidance to students in reaching their employment and post-secondary education goals.

In addition to providing classes for the community, the college also hosted numerous special interest programs for community members. One area of focus was addressing the addiction crisis. Several educational programs were offered for the community, one entitled an “Evening of Hope” where people in recovery served on a panel and told their stories to 82 attendees. Another event, called “Spotlight on Students” provided 104 students and community members with information on preventing addiction. The college also provided narcotic administration training to 123 college and community participants.

The Milburn Stone Theatre (MST) fosters and supports excellence, education and appreciation of the arts, while striving at all times to become the premier theatrical house in the region for our audience, regardless of their age or interests. The MST presented 11 musicals and dramatic productions and hosted three movie nights featuring a diverse genre in FY 2017. Additionally, the MST performed for over 400 Cecil County Public School students. This was the first exposure to performing arts for many of the students. The MST also provides Cecil College students with opportunities for internships and contractual opportunities to direct performances and music, stage manage and costume the cast. The MST also serves as a rental house for community dance, fundraisers and other performances.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	60.3%	61.3%	63.7%	64.9%
B. Credit students with developmental education needs	55.0%	59.5%	53.9%	50.4%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	33.0%	30.2%	31.0%	29.7%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	55	69	51	62
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	29.6%	28.8%	28.1%	27.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	52.8%	55.1%	57.4%	56.7%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older	32.6%	31.8%	33.3%	30.1%
a. Credit students				
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	59.9%	61.4%	61.2%	63.0%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2018</b>
G. Credit students employed more than 20 hours per week	57.4%	54.3%	58.7%	64.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.1%	5.1%	6.2%	6.2%
b. Black/African-American only	9.1%	9.4%	10.6%	9.8%
c. American Indian or Alaskan native only	0.5%	0.5%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
e. Asian only	1.3%	1.3%	1.1%	1.2%
f. White only	80.8%	79.7%	76.6%	77.1%
g. Multiple races	2.5%	3.2%	3.9%	4.4%
h. Foreign/Non-resident alien	0.6%	0.5%	0.7%	0.6%
i. Unknown/Unreported	0.1%	0.1%	0.2%	0.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$10,674	\$14,163	\$11,728	\$11,159
b. Median income three years after graduation	\$35,411	\$34,782	\$42,699	\$37,192

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	6,777	6,472	6,943	6,939	7,500
b. Credit students	3,376	3,277	3,307	3,316	3,500
c. Continuing education students	3,594	3,399	3,892	3,847	4,000
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	70.0%	61.0%	52.5%	51.7%	70.0%



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3	Market share of part-time undergraduates	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		85.9%	91.9%	84.7%	82.1%	90.0%
4	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		66.6%	56.1%	56.1%	49.2%	70.0%
5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		152	249	278	286	300
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
a.	Credit	2,718	3,029	2,793	2,853	3,100
b.	Continuing education	114	170	96	98	200
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2021</b>
		38.0%	38.4%	39.8%	39.5%	48.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
a.	Unduplicated annual headcount	2,366	2,381	2,824	2,863	2,500
b.	Annual course enrollments	3,766	3,703	4,540	4,833	4,000
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
a.	Unduplicated annual headcount	500	481	384	314	525
b.	Annual course enrollments	1,061	954	672	527	1,100
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
a.	Percent nonwhite credit enrollment	18.5%	16.5%	19.6%	22.3%	18.0%
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
b.	Percent nonwhite continuing education enrollment	15.4%	14.2%	14.8%	16.4%	15.0%
		<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2016</b>	<b>Benchmark July 2020</b>
c.	Percent nonwhite service area population, 18 or older	12.0%	12.6%	12.7%	13.0%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		13.5%	14.3%	14.0%	15.1%	15.0%

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	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	12.9%	11.6%	10.6%	11.1%	12.0%

**Goal 2: Success**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	50.2%	50.3%	51.8%	47.9%	55.0%
b. College-ready students	41.7%	46.9%	47.4%	45.0%	55.0%

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	40.0%	49.5%	50.2%	42.9%	55.0%
b. Non-recipients	52.5%	48.0%	49.8%	48.7%	Not Applicable

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	35.4%	45.0%	45.2%	51.4%	40.0%

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	63.2%	78.6%	82.3%	63.2%	85.0%
b. Developmental completers	70.5%	68.9%	65.0%	83.6%	75.0%
c. Developmental non-completers	31.6%	30.4%	34.5%	32.2%	Not Applicable
d. All students in cohort	54.2%	61.0%	60.3%	63.2%	80.0%

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	n<50	83.6%	n<50	n<50	75.0%
b. Asian only	n<50	n<50	n<50	n<50	n/a
c. Hispanic/Latino	n<50	n<50	n<50	n<50	n/a
Note: Not reported for groups with < 50 students in the cohort for analysis.					

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	49.1%	71.0%	70.8%	48.9%	70.0%
b. Developmental completers	41.9%	52.8%	46.5%	41.2%	60.0%
c. Developmental non-completers	13.2%	23.2%	22.7%	19.1%	Not Applicable
d. All students in cohort	33.4%	50.3%	45.7%	37.4%	65.0%

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	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
19 Graduation-transfer rate after four years					
a. Black/African-American only	n<50	80.0%	n<50	n<50	75.0%
b. Asian only	n<50	n<50	n<50	n<50	n/a
c. Hispanic/Latino	n<50	n<50	n<50	n<50	n/a
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
20 Associate degrees and credit certificates awarded					
a. Career degrees	156	174	165	143	200
b. Transfer degrees	134	145	177	148	175
c. Certificates	120	88	81	74	100
d. Total awards	410	407	423	365	475
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
21 STEM programs					
a. Credit enrollment	305	337	406	432	350
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
b. Credit awards	17	60	40	65	70
	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
22 Graduate satisfaction with educational goal achievement	98.0%	93.9%	93.9%	94.1%	95.0%
	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
23 Non-returning student satisfaction with educational goal achievement	68.1%	69.8%	54.3%	55.6%	75.0%
	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
24 Graduate satisfaction with preparation for transfer	85.0%	93.0%	78.3%	94.7%	85.0%
Note: Response categories changed starting in 2008.					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
25 Licensure/certification examination pass rates					
a. National Council of Nursing (NCLEX-RN)	83.7%	93.9%	94.1%	94.6%	85.0%
Number of Candidates	43	49	51	37	
b. Licensed Practical Nurse	100.0%	90.0%	100.0%	100.0%	85.0%
Number of Candidates	6	10	4	6	
c. National Physical Therapy Examination (NPTE-PTA)	N/A	N/A	100.0%	100.0%	n/a
Number of Candidates	N/A	N/A	14	7	
c. Commercial Truck Driver	98.4%	87.0%	91.0%	95.0%	n/a
Number of Candidates	62	54	108	77	
	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>AY 16-17</b>	<b>Benchmark AY 2019-20</b>
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	N/A	N/A	88.5%	94.5%	85.0%
b. Mean GPA after first year	N/A	N/A	3.14	3.19	2.75

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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
27 Expenditures by function					
a. Instruction	41.9%	42.0%	42.1%	41.4%	45.0%
b. Academic support	10.0%	9.9%	9.3%	9.5%	11.0%
c. Student services	13.1%	12.8%	12.9%	12.5%	13.0%
d. Other	35.0%	35.3%	35.7%	36.6%	31.0%

**Goal 3: Innovation**

	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
28 Full-time employed career program graduates working in a related field	75.0%	88.2%	59.3%	80.8%	80.0%

	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
29 Graduate satisfaction with job preparation	93.0%	93.0%	46.7%	85.7%	90.0%

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,481	1,287	1,679	1,619	1,500
b. Annual course enrollments	2,549	2,294	2,538	2,590	2,500

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,250	1,116	1,430	1,309	1,400
b. Annual course enrollments	2,105	1,982	2,188	2,187	2,000

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
32 Number of business organizations provided training and services under contract	13	4	4	8	15

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	259	107	231	209	250
b. Annual course enrollments	605	303	398	521	500

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	95.0%

## 2018 Performance Accountability Report Chesapeake College

### Mission

*Chesapeake College's core commitment is to prepare students from diverse communities to excel in further education and employment in a global society. We put students first, offering transformative educational experiences. Our programs and services are comprehensive, responsive, and affordable. The college is a catalyst for regional economic development and sustainability and a center for personal enrichment and the arts.*

### Institutional Assessment

Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Eastern Shore. The college's vision is to harness the talent and resources necessary for students, employees, and citizens of the region to thrive as individuals and as contributors to their communities and to society.

Chesapeake offers a varied selection of credit and noncredit programs and classes designed to help students prepare for transfer to four-year institutions, begin a career, enhance work-related skills, or expand their general knowledge. In the just completed fiscal year, FY2018, the college served 7,573 unique credit and noncredit students. Beyond the curricula, the college offers many opportunities for further academic, social, personal, cultural, and athletic development through a variety of extracurricular and co-curricular activities.

The college's student population includes both full-time and part-time, traditional age, and returning adults. In fall 2017, a record 73.5% of credit students were enrolled part-time; and 26.9% were of a racial or ethnic minority. In spring 2018, 36.8% were first-generation (neither parent attended college); More than one-third of credit students had a demonstrated financial need (34.8% received a Pell grant in FY2017) while 55.8% received some sort of financial aid.

Aligned with *Increasing Student Success With Less Debt*, the 2017-2021 Maryland State Plan for Postsecondary Education, Chesapeake College presents its analysis of the most recent institutional performance and community outreach initiatives.

#### ***Increasing Student Success With Less Debt Goal 1: Access***

*(Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)*

Chesapeake's location is unique among Maryland institutions. It is the only college to serve a five-county region, which comprises 18.5% of the state's land mass (the largest of any community college), but only 2.9% of the population. With such a large and rural region, transportation to campus can be challenging. A recent study showed the average distance from home for students attending the main campus to be 20 miles with less than one percent living within five miles while more than seven times that many living more than 35 miles away. Additionally, students anecdotally report that a sizable proportion do not have access to

broadband Internet. As a result, their college class accessibility is severely limited and impedes successful progress in an educational environment that is increasingly reliant on technology.

Annual credit headcount peaked at 3,956 in FY2011 during the height of the Great Recession; it fell by 29.1% through FY2017 to 2,803. Enrollment rose by 1.3% in FY2018 thanks to successful initiatives to attract dual enrolled high school students. However, attendance of older students continues its downward slide. The long-term decline in credit enrollment is primarily due to two external factors generally affecting community colleges nationwide; a decreasing high school population and an improving economy. High school graduations are expected to inch up in the near future, easing the downward pressure on that segment's enrollment. The regional economy is predicted to expand, thereby providing adults career options in lieu of enrollment.

Noncredit headcount topped out at 10,357 in FY2009 but has fallen by 49.2% in the next nine years to 4,917 in FY2018. The three components of this segment are workforce development, adult education, and lifelong learning. Workforce training at Chesapeake generally is impacted by economic conditions in the same way as credit – up during economic downturns and down during expansions. Enrollments in noncredit workforce courses fell by 57.5% from the peak in FY2009 through FY2018.

In FY2018 the College restructured its recruiting and admissions efforts to support the internal reorganization of the college and an overall recruiting effort for both credit and non-credit students. Priority has been given to refocusing efforts to support recruiting in the high schools including the inclusion of Career and Technical Education (CTE) students in all recruiting and outreach efforts. Emphasis was placed on establishing relationships with the guidance counselors and CTE instructors and providing support to meet their student's needs. As part of an ambitious "Open House" program, the college continues to open its doors several times each semester, inviting local high school and middle school students to visit classrooms, interact with faculty, and meet students. These Open Houses have been restructured to provide hands on experiences for both academic and workforce training programs and now include CTE students.

Dual enrollment has seen a substantial increase in enrollment and is at an all-time high. Outreach to middle and 5th grade students was also put into place to begin to introduce these students at an earlier age to the scope of educational options available at the College. Renewed emphasis has been placed on strategies to increase conversion rates of applicants to registered students. New strategies, including marketing and outreach to non-traditional students and businesses. A comprehensive strategic digital marketing campaign has been executed to support the recruitment effort.

Chesapeake's offerings go beyond traditional credit and workforce training classes. The Institute for Adult Learning (IAL) provides lifelong learning opportunities to active over-50 students at a reduced cost. With a semesterly membership, learners may take as many classes they like. The college strives to offer a fresh program with relevant and enjoyable classes each term, constantly evaluating to ensure that classes are interesting and entertaining.

Chesapeake is dedicated to the philosophy of equality of opportunity, treatment, and benefits for all students and employees regardless of race, color, religion, national origin, age, gender,

disability, or sexual orientation. The percentage of minority credit students exceeded comparable service area adult population percent in each of the last eight years. In fall 2017, minorities comprised 26.9% of the student body, but only 20.5% of the regional population. Also, in FY2018, 35.7% of all continuing education students were from a minority group.

The College has striven to restrict student costs. With declining enrollment and marginal increases in government funding, the college has pursued various options to minimize tuition and fee increases.

The efforts to increase brand awareness and image building are continuing through a comprehensive digital marketing campaign supported by a strategic public relations effort. Increased visibility has to lead to additional dollars raised to support scholarship efforts including new campaigns to raise non-credit scholarships. The success of the latest Pride of the Peake event raised over \$60,000 to support scholarships in the Agriculture and Health Professions area. In addition the College successfully completed the Setting Sail Capital Campaign and raised \$3,266,438 on \$3 million goal with \$995,259 in endowed scholarship funds. For community outreach and resource development, the quality of our education and the extraordinary competence of our students will continue to be our greatest advocates. For example, a recent bequest of more than \$800,000 was received from the estate of a donor as a result of nursing care he received from our graduates.

In FY2017, 413 students were awarded more than \$460,000 in scholarship support from the college or its Foundation, exclusive of private scholarships that they may have receive from other sources. An all-time high 19.5% of all students received such aid.

Chesapeake College's dedication to sustainability efforts have paid off in multiple ways. An aggressive conservation program to reduce total electricity usage has resulted in a decline of 15.4% from the peak in 2009. This came despite an 18.8% increase in building space led to a 28.8% decrease in usage per square foot. Additionally, the newly installed multiple solar arrays accounted for approximately half of usage on the main campus from an inexpensive, renewable source. As a result of these efforts, the College was able to hold its FY2018 tuition and fee increase to a minimum, thereby decreasing its percentage of tuition and fees at Maryland public four-year institutions to 51.4% from 51.9% the previous year.

### ***Increasing Student Success With Less Debt Goal 2: Success***

*(Promote and implement practices and policies that will ensure student success)*

One of the college's Strategic Plan goals is dedicated to improving student goal attainment. The measurable outcomes indicators reveal that performance has been mixed. Graduation counts have remained high despite declines in total headcount, contributing to record graduation rates. Additionally, surveys of graduates show high levels of satisfaction with educational goal achievement and job/transfer preparation.

In contrast, retention and Degree Progress Analysis measures have not demonstrated any particular trend over time and are quite erratic from cohort to cohort. To illustrate, the

graduation-transfer and successful persistor rates increased for college ready students with the fall 2013 cohort, but the rates for developmental completers and non-completers both declined. Yet by their nature, the four-year reporting lag for those measures may not be capturing the results of more recent initiatives and programs designed to foster student success.

### **Minority Achievement Gap – Commission Assessment:**

*In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported data on these indicators that reveal a growing gap in graduation and transfer between African American students and all students in the cohort. For the Fall 2009 cohort, the College reported a 50.5% graduation-transfer rate for all students in the cohort and a rate of 41.0% for African American students (a 9.5 percentage point gap). For the Fall 2012 cohort, the College reported a 55.4% graduation-transfer rate for all students in the cohort and a rate of 40.7% for African American students (a 14.7 percentage point gap).*

*Discuss any factors contributing to the performance on these indicators and the methodologies implemented for reversing the widening gap so as to meet the graduation-transfer benchmark of 45.0% for African American students set for the Fall 2016 (FY2020) cohort.*

A principal cause of the achievement gap is the fact that the college readiness rates of African-American students are significantly lower than those of White students. Until recently, less than ten percent of African-American freshmen were deemed college ready and approximately two-thirds required remediation in both English and mathematics. Chesapeake College's approach to this situation focuses on two dimensions – helping more new students enter college-ready or with fewer developmental requirements and helping more students with developmental needs complete those hurdles.

The graduation-transfer rate of African-American students has fluctuated widely from year to year. A contributing factor has been the small (and shrinking) number of students in the Degree Progress Analysis. The data for the fall 2014-2016 cohorts shows fewer than minimum 50-person threshold required for reporting. As such, the progress of a few students can sway the results substantially. To illustrate, for the fall 2016 cohort for analysis of 44, some 10 (22.7%) have already graduated or transferred to another institution. Only 10 more are needed to meet the 45% benchmark. However, less than half the original cohort were still enrolled in either the spring or summer, 2018 term. As a result, instead of focusing on a very limited number of students that started in 2016 to meet one specific target, the College has taken a more long term approach to improve success metrics for all students, with an ongoing emphasis on reducing the minority achievement gap.



Internal review has clearly shown that college-ready students progress at much higher rates than do developmental students. The College collaboratively developed with its five support counties an articulation agreement to employ its Intermediate Algebra course as a transition course for high school seniors who need to improve college readiness in math. Additionally, students have had more opportunities to demonstrate readiness as alternatives to taking the standardized Accuplacer examinations. The most prominent change, fully implemented in 2017, allows qualified recent public school graduates to use high school grade-point average for placement into college-level English and/or mathematics courses. As a result, the college readiness rates for freshmen jumped to a record level in fall 2017. Particularly noteworthy were 1) the more than doubling of college readiness rates of African-American students (to 16.7%) and 2) the halving of the share requiring English and math developmental coursework (to 36.7%). It is expected that subsequent graduation-transfer rates will rise, but it is still far too early to determine the effects. An early student tracking metric is fall-to-spring retention rate. This measure also displays large annual swings for African-American students. And, the encouraging uptick in African-American college readiness has not yet been manifested into retention. The fall 2017 rate fell by 12 percentage points. Because these rates have large annual swings, it is not clear whether this is a one-time incident or the onset of a longer trend. Again, the small number of African-American freshmen lends itself to sizable variation in success rates.

Courses in both English and math piloted redesigns to increase the number of students who successfully complete the course and the subsequent college-level equivalent. The lowest level of developmental math was transformed from a computer-mediated, lab format course to a more traditional lecture supplemented by labs using an online textbook at minimal cost to students (i.e., \$40 compared to over \$200 for the textbook+lab access in the previous curriculum). Developmental English streamlined the curriculum to a single course rather than two in prior years and piloted the nationally recognized Accelerated Learning Program model. Both pilots were successful and were expanded to the full curriculum of both departments. Course success rates have improved as a result, for the college as a whole, but for African-American students in particular. For African-Americans, historic highs were set for in total for all courses, both developmental and gateway English courses, and all but one math course. Based on first-year data, the achievement gaps between Whites and Blacks shrunk to record lows. The college will continue to analyze the results to determine whether this pattern holds true into the future.

The College offers several programs to increase student engagement and success among culturally-diverse students and strives each year to surpass targets. Evidence shows that formal intervention programs yield positive results. The SAIL program (Success And Interactive Learning) gets first-time freshmen actively involved in the college experience. SAIL has several academic and service utilization requirements for participation. Students who complete the program and finish the semester with a quality point average of at least a 2.0 receive a scholarship discount on their spring semester tuition. The director of First-Year Programs oversaw development of the FSC/SAIL classroom, which allowed the director to standardize the Freshman Seminar Course (FSC) experience and provide SAIL participants with a home of their own. This increased cohesiveness of the group and allowed for expansion of SAIL-related activities at one central location. These programs provide invaluable support for first-generation college students, many of whom are minorities.

The FOCUS Group (First-Generation Opportunities for Career and Ultimate Success) is geared for first-generation male students enrolled in a career program and provides them with intense exposure to academic support and career exploration activities during the first year in college.

Finally, TRiO Student Support Services (SSS) Programs, both SSS Classic and SSS-STEM are federally funded programs, helping eligible (first-generation, low-income, or disabled) students stay in school, graduate, and/or transfer to a four-year institution. Services include academic and financial aid advising, career guidance and readiness, science and math supplemental instruction workshops, and cultural and educational events. Students engaged in these programs statistically outperform comparison groups of students who are not in the program in terms of retention and academic performance. Full-time students now meet with faculty advisors for mandatory personalized advising sessions. Engaging and mutually edifying conversations resulted, strengthening faculty-student relationships and helping Chesapeake's numerous first-generation college students navigate through the degree and course selection process. In FY2019, professional advising services will also be expanded, with the goal of ensuring students have developed a personalized plan to achieve their desired major or credential within the first year of college, and eventually within their first semester. This initiative will be followed by expanded "intrusive" advising practices, which stage targeted interventions and key points along students' college journey. The college also has invested in expanded tutoring services in the Academic Support Center that provides a wide variety of tutoring services for students by walk-in and regular appointment.

Health professions licensure/certification examination pass rates is another area for focus. Two programs (Surgical Technology and Cardiac Rescue Technician, State Protocol Exam) had all graduates pass their licensure/certification exams in FY2017, but six programs had pass rates below their benchmark levels, all of which were set at 90% or above. Of those, four programs missed their benchmark because of one student failure: Radiologic Technology, Physical Therapist Assistant, Paramedic (State Protocol Exam), and Cardiac Rescue Technician (Intermediate National Registry Exam). The Paramedic (National Registry Exam) program missed its benchmark by two student failures; thirteen students passed. All five programs are fully accredited and thriving. Radiologic Technology has enjoyed 100% pass rates for 2014, 2015, and 2016. The Physical Therapy Assistant program is part of a three-institution consortium, which serves as a national model for quality, and EMS programs were praised by the 2017 accreditation team for being ahead of the curve in adopting industry best-practices. Program directors continue to improve pedagogy and resources to improve pass rates. Yet, in programs with cohorts of about ten students apiece, targets should be revised to allow for at least one student failure per year. Of greater concern is the 65% pass rate for the Registered Nurse program. This decline follows an administration mandate to reduce application acceptance requirements for enrollment purposes. That mandate has since been rescinded, and nursing is actively recruiting a more robust applicant pool and has adjusted retention strategies to more effectively focus on student learning. These strategies include student mentoring, increased test rigor, and problem-based and experiential learning integrated into the classroom. Results for the 2018 cohort are decisive. With only three students remaining to take NCLEX, the pass rate is above 80%. Maryland Board of Nursing will include some 2017 cohort students in 2018 results,

which will lower the overall percentage, but performance of the current cohort demonstrates NCLEX scores are recovering rapidly and the program is moving in the right direction.

The college's Diversity Plan has a goal to, "*Recruit, train and support a diverse workforce.*" Human Resources monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Chesapeake's turnover continues to be low, at 10.0%, with minority turnover representing just 2.2% of the total workforce. Exit interview data is also closely monitored to assess whether there are diversity issues or concerns that need to be addressed. No issues were identified in the exit interview data from FY2017 that caused any concern in reference to minority turnover. Human Resources is actively engaged in all search committee initiatives to address the College's commitment to diversity and encourage committee members to consider diversity during the selection process.

Because of the College's small size, overall percentages can be impacted greatly by just a few hires and/or terminations. Additionally, there are less than sixty full-time faculty and their turnover is relatively low. To illustrate, the addition of one additional minority faculty member in 2017 pushed up the minority percentage by 1.7 percentage points to 8.6%. The percentage of minorities in full-time administrative and professional positions rose slightly to 12.4% in 2017. Nevertheless, minority hiring and retention has remained a focus.

#### ***Increasing Student Success With Less Debt Goal 4: Innovation***

*(Foster innovation in all aspects of Maryland higher education to improve access and student success)*

Through one of its strategic goals "Transform the Student Learning Experience," Chesapeake College sets forth to ensure quality instruction and curricula that shape students as independent learners who are intellectually competent and have the knowledge, skills and abilities to succeed. The college strives to implement innovative state-of-the-art techniques and programs to advance its academic mission and support the advancement of education in the region, state, and nation. Some of the many ways in which Chesapeake embraces innovation are demonstrated below.

Chesapeake College faculty continue to be leaders in the classroom, using web-based resources to develop "zero-textbook-cost" courses and expanding online course offerings—three degree programs are now available fully online. Experiential learning abounds: Health Professions students practice in the operating room with state-of-the-art simulators, Computer Science students build and program pocket-sized computers, and honors students tour local state and private colleges.

The college will continue to expand its groundbreaking classroom initiatives. By using Open Educational Resources and expanding online course offerings make education accessible to the region's students while limiting environmental and fiscal costs.

Another Strategic Plan goal is to strengthen the regional economy through educating and training a skilled workforce and assisting Mid-Shore counties recruit and retain a skilled workforce. As an institution of higher learning, an employer, and a training provider, Chesapeake College is

one of the region's most significant economic engines. While the college is stepping up efforts, recruiting students for workforce training remains a challenge. One major hindrance is the sluggish mid-Shore economy. The region accounts for 2.3% of the state's jobs; had a 0.6% decline in 2017; and has not recovered to the level from the peak in 2007 before the Great Recession. Small businesses predominate and local wages are comparatively low, approximately two-thirds of the statewide average in 2017.

Despite these limiting forces, Chesapeake is convinced that its efforts to expand need-based workforce training will be a highly successful contribution to the local economy. Committed to regional economic development, the college is expanding workforce offerings, including redesigned Computer Science labs, new electrical and plumbing classes based upon nationally recognized NCCER certifications, and a revamped welding curriculum designed to better prepare completers for the local job market. Additionally, a new Current Officers Program (COP) provides an online cohort Associate degree program for police officers. Unique in Maryland, COP awards credit for courses taken at the Police Academy; curriculum designed for law enforcement professionals; and a dedicated advisor with field experience. Similarly, the college's new Addictions Counseling program provides local practitioners with a new state-mandated credential. Augmenting STEM offerings, in FY2019, the college is investing in necessary upgrades to natural science labs, ensuring students will develop vital skills in a state-of-the-art environment.

With input from regional communities and stakeholders, Chesapeake College will continue to refine existing and develop new workforce development programs. Programs currently in the pipeline include both credit and non-credit courses in Hospitality & Tourism, construction trades, and business professional skills. Expanding academic and economic opportunities for English Language Learners, the college is also integrating ESL instruction with relevant coursework, such as agriculture, landscape design, and welding. Current and future initiatives will increasingly combine non-credit and credit coursework (such as in the EMS programs), ensuring an efficient and cost-effective path to employment through "stackable" credentials.

Chesapeake has proven to be a national leader in sustainability. One early project was the installation of a wind turbine on campus. While it produced only a small percentage of the college's power needs, it was a catalyst in creating a culture of energy conservation for the region and got the ball rolling for brainstorming other initiatives. Unfortunately, the turbine's generator suffered catastrophic failure believed to be caused by a power surge. The repair cost was deemed too expensive and resources could more effectively be invested in solar power, whose solar array and parking lot canopies provided for half of the Wye Mills campus energy demand. Also almost half of campus buildings are on a geothermal loop, reducing heating and cooling costs. Finally, a recently installed 1-megawatt battery is helping the College campus become more resilient to power outages, and it will help the utility industry learn how to safely integrate renewable energy, consumer demand, and large-scale power storage. Delmarva Power and its parent company, PEPCO Holdings, Inc., arranged the partnerships that will make the project possible.

In partnership with the ShoreRivers, the College completed 17 ground and storm water projects this year, including the redesign and rebuilding of its storm water drainage pond outflow into a step pool configuration. As the headwaters of the Wye River are situated on the Wye Mills campus, this work is particularly important to the vitality of the river and the Chesapeake Bay into which it flows.

Chesapeake's sustainability success is the result of campus commitment and key partnerships with off-campus companies, nonprofits, and government agencies in renewable energy generation and storage, sustainable agriculture, watershed restoration, landscape architecture, electric car charging, and energy efficiency. These collective efforts are transforming the campus, both in the classroom and on the ground.

### **Community Outreach and Impact**

Chesapeake College's outreach and impact can be seen through the following partnerships with business and industry, local schools, community groups, government and through student involvement.

#### **Collaboration with Business and Industry**

Chesapeake College collaborated with a number of industry partners to install the 1MW battery microgrid. They included Delmarva Power; PEPCO Holdings; Exelon (the parent utility for PEPCO and Delmarva Power), New Jersey battery development firm AF Mensah; and General Electric, which will help design the microgrid.

The College partnered with the Talbot Language and Cultural Competence Committee and Cross Cultural Communications to hold The Community Interpreter®, a comprehensive 40-hour professional certificate program that meets the minimum requirements for professional community interpreting. The training brought together talented individuals who are making a difference for Limited English Proficient people in the region. This program provides the prerequisite for national medical interpreting certification and is also invaluable for professionals who wish to follow the rigorous path of legal interpretation.

Chesapeake College has continued their partnership with local advocates for health care professionals, and supporters to create a path for deserving, capable, caring, and compassionate individuals to enter the Certified Nursing Assistant (CNA) program on a fully paid scholarship. T.R.E.E.S. (Training, Recruitment, Education, Employment, and Support) actively sought out suitable candidates. The scholarship funds are privately secured. Additionally, Chesapeake partners with the local Eastern Shore Area Health Education Center on phase three of the State of MD's EARN grant which provides scholarships for CNA students and the opportunity to establish secondary pathways for students who already have any allied health credential to expand their skill set and professional employment opportunities (CNA trains to become Clinical Medical Assistant or Certified Medicine Aide, etc.). Additionally, the EARN grant provides Mental Health First Aid training that targets Certified Nursing Assistants in our local service

area. The CNA students and working professionals represent a wide diversity of ethnicities and nationalities.

### **Collaboration with Local Government**

The Chesapeake College Department of Public Safety has worked diligently with Queen Anne County Sheriff's Office, Dorchester County Sheriff's Office and Cambridge Police Department to coordinate efforts with radio communications to allow for 2 way communication between officers and dispatch centers for quicker and safer response and to provide a better means of communication for our officers. In addition, Easton Police Department was invited to the campus to do training on CRASE (Civilian Response to Active Shooter Events) for all faculty and Staff. We also worked with Queen Anne County Sheriff's Office to bring Terrorist Weapons, Tactics, and Techniques Training to the shore for all local law enforcement agencies. Easton Police Department returned to provide instruction to our officers and several officers from their agency on ALERRT (Advanced Law Enforcement Rapid Response Training to Active Shooters) to better prepare us in the event of an active shooter. We have been working closely with the Queen Anne County Sheriff's Office, Maryland Transportation Authority Police and Maryland State Police for the upcoming Bay Bridge Run as they will not have enough officers to work the college this year they have asked us to assist them.

### **Collaboration with Other Higher Education Institutions**

The College teamed with the Salisbury University Eastern Shore Faculty Academy & Mentorship Initiative and the Lower Shore LGBTQ Coalition to hold free training on "Combined LGBTQ 101, Transgender 101, & Introduction to Behavioral Health & LGBTQ."

### **Collaboration with Local Schools**

Three hundred students from every local high school visited Chesapeake College for Healthcare Career Day. The University of Maryland Shore Health Systems partnered in the effort to provide prospective students with valuable information from many different health professionals.

### **Community Connections**

The Peake Players theatre troupe brought a crew of 35 faculty, student, and community performers and technicians to stage CARRIE: THE MUSICAL in partnership with Church Hill Theatre, a local community based theatre company.

ShoreRivers, a nonprofit organization dedicated to the restoration and protection, and celebration of regional watersheds, Chesapeake College, and funding partners broke ground on a comprehensive initiative to address major stormwater challenges on the campus. Some 14 projects will materially improve water quality in the Wye River. The projects include a wetland restoration, bioretention facilities that filter stormwater, and a stream restoration to reduce erosion and treat pollutants from hard surfaces and the agriculture fields surrounding the campus.

Chesapeake commemorated Sexual Assault Awareness Month in April by joining forces with For All Seasons, Inc. Bystander intervention training focused on how to help someone in a potentially difficult situation instead of passively allowing a stranger or friend be harmed and a Sexual Assault presentation covered basic information regarding sexual assault awareness and human trafficking information.

Chesapeake College employees volunteered to help read names of all 58,315 servicemen who made the ultimate sacrifice during the Vietnam War at a traveling replica of the Vietnam Veterans Memorial Wall at the VFW Post in Easton.

The Adult Education Program partnered with the Kent Family Center, Queen Anne's County Family Center, and Judy Centers in Talbot, Caroline, and Dorchester Counties, to provide free and low cost child care to Adult Education students while they attended class. Similarly, a partnership was formed with the Maryland Rural Development Corporation's Reconnect For Life program in Kent County, as well as for free classroom space, child care, and dinner for Adult Education students and their children at their Caroline County location.

The Education Department renewed its partnership with Command Spanish to offer workplace Spanish classes. In addition, presentations have been made to community organizations with a diverse focus, such as the Chesapeake Multicultural Resource Center where we partner for citizenship classes. Other efforts include outreach to organizations and agencies representing larger populations of underrepresented communities in all five counties of the service region. These efforts include offering classes to the inmates at Detention Centers and developing close working relationships with ESL Coordinators in the public schools and the Family Service Coordinators at each Family Support Center.

Girl advocate, best-selling author and Dear Girls Academy founder and CEO Simeaka Melton returned to her native Queen Anne's County as the featured speaker for the annual Black History Month luncheon organized by the Chesapeake College Multicultural Advisory Committee in partnership with the Frederick Douglass Honor Society. This year's event celebrated the 200th birthday anniversary of Douglass, the renowned social reformer and abolitionist from Talbot County. Simeaka Melton, a native of Queen Anne's County and founder of Dear Girls Academy, Inc. delivered the keynote address focusing on giving back and the concept of the "village community." All proceeds from the event benefited the J.C. Gibson Memorial Book Fund, which helps economically disadvantaged students buy books and supplies.

The college hosted a rest stop for the Police Unity Tour on their way to the National Law Enforcement Officers Memorial in Washington, DC in May. Approximately 700 bicyclists stopped at the truck driving training lot for rest and hydration before continuing their journey.

## **Student Involvement**

For the second straight year, the Skipjacks women's basketball team took their talents from the court to the construction site to help Habitat for Humanity Choptank with a home building project in Easton. The goal of this initiative is for student-athletes to look beyond the campus and take opportunities to give back in the community.

Student service learning project teams held a number of fundraising efforts to benefit the community: Team Furry Friends donated the proceeds in addition to numerous cat & dog food/treats to The Animal Welfare League of Queen Anne's County; Team Mission to Morazán created a scholarship to send a student in El Salvador to high school with food, transportation, and supplies; Team Community Outreach did direct service at Tuckahoe State Park and were put to work documenting trees (new growth, insects, etc.), cleaning trail areas, and making Earth Day posters; and Team Ches Cats & Dogs did direct service at the Tree of Life Pet Sanctuary and were put to work cleaning out and sorting materials in sheds in need of repair after winter weather damage and repaired a lawn tractor and cut the grass as well.



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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	67.9%	68.8%	69.1%	73.5%
B. Credit students with developmental education needs	72.0%	64.8%	67.1%	45.5%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	32.3%	40.4%	35.2%	37.8%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,031	602	542	530
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	36.6%	36.6%	37.1%	34.8%
b. Credit students receiving loans, scholarships and/or need-based financial aid	50.9%	50.8%	52.2%	55.8%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	29.7%	29.5%	29.1%	28.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	86.5%	86.5%	78.0%	79.4%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	57.6%	54.4%	Not Available	55.5%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.5%	4.1%	5.7%	5.2%
b. Black/African-American only	15.5%	17.0%	15.8%	14.3%
c. American Indian or Alaskan native only	0.9%	1.1%	0.9%	1.0%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e. Asian only	1.3%	1.2%	1.3%	1.6%
f. White only	73.7%	70.7%	68.8%	68.9%
g. Multiple races	1.9%	2.0%	2.5%	3.3%
h. Foreign/Non-resident alien	1.1%	0.9%	1.4%	1.2%
i. Unknown/Unreported	2.1%	3.0%	3.6%	4.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$11,699	\$14,620	\$14,066	\$16,034
b. Median income three years after graduation	\$38,796	\$38,731	\$43,504	\$45,045

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	10,904	9,160	9,107	8,383	<b>10,000</b>
b. Credit students	3,381	3,103	2,888	2,803	<b>3,200</b>
c. Continuing education students	7,796	6,269	6,406	5,797	<b>7,000</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	48.2%	42.7%	47.5%	41.3%	<b>54.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	69.4%	68.8%	67.0%	70.5%	<b>70.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	58.4%	54.1%	50.9%	55.5%	<b>90.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		272	216	232	363	325
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	2,741	2,895	3,086	3,076	3,250
	b. Continuing education	507	479	498	427	550
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		50.6%	51.8%	51.9%	51.4%	53.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	2,638	2,236	2,371	1,901	2,350
	b. Annual course enrollments	5,257	4,741	5,023	4,576	5,000
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	1,786	1,048	914	875	1,250
	b. Annual course enrollments	2,978	1,529	1,267	1,384	1,800
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	23.9%	26.5%	27.6%	26.9%	30.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		37.0%	31.7%	30.9%	33.1%	33.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		19.8%	20.0%	20.2%		Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		5.8%	11.1%	7.1%	8.6%	0.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		13.0%	11.1%	11.8%	12.4%	0.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	49.0%	45.7%	44.6%	45.0%	55.0%
	b. College-ready students	54.1%	65.7%	56.4%	55.5%	60.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	46.5%	48.2%	46.6%	47.4%	50.0%
	b. Non-recipients	53.6%	53.0%	50.2%	48.9%	55.0%

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		44.8%	47.8%	45.4%	38.4%	55.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	85.0%	81.4%	87.1%	88.2%	85.0%
	b. Developmental completers	76.5%	77.6%	81.8%	79.5%	82.0%
	c. Developmental non-completers	39.9%	37.1%	40.2%	35.3%	Not Applicable
	d. All students in cohort	67.8%	68.6%	72.4%	67.0%	75.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	60.0%	55.9%	59.3%	49.2%	60.0%
	b. Asian only	<50	<50	<50	<50	Not Applicable
	c. Hispanic/Latino	<50	<50	<50	<50	Not Applicable
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	67.3%	71.1%	73.1%	76.5%	75.0%
	b. Developmental completers	50.9%	55.7%	59.9%	50.3%	60.0%
	c. Developmental non-completers	31.2%	28.6%	29.9%	24.3%	Not Applicable
	d. All students in cohort	48.9%	52.6%	55.4%	48.2%	55.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	44.0%	42.6%	40.7%	31.7%	45.0%
	b. Asian only	<50	<50	<50	<50	Not Applicable
	c. Hispanic/Latino	<50	<50	<50	<50	Not Applicable
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	119	125	97	115	140
	b. Transfer degrees	163	147	140	135	175
	c. Certificates	41	64	67	49	80
	d. Total awards	323	336	304	299	395
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	952	939	869	859	1,100
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	b. Credit awards	129	157	133	126	175
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		98.6%	98.1%	94.8%	99.0%	98.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
			77.1%	66.0%	60.0%	70.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	68.2%	87.5%	70.6%	87.5%	80.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Radiologic Technology (AART)	100.0%	100.0%	100.0%	83.3%	95.0%
Number of Candidates	7	7	7	6	
b. Registered Nurse (NCLEX-RN)	86.4%	82.8%	83.3%	65.0%	90.0%
Number of Candidates	44	58	42	40	
c. Physical Therapist Assistant (NPTE)	83.3%	85.7%	83.3%	85.7%	90.0%
Number of Candidates	6	7	6	7	
d. Surgical Technology (NBSTSA)	100.0%	83.3%	71.4%	100.0%	90.0%
Number of Candidates	6	6	7	7	
e. Paramedic, National Registry Exam	100.0%	60.0%	90.9%	84.6%	90.0%
Number of Candidates	10	10	11	13	
f. Paramedic, State Protocol Exam	100.0%	100.0%	83.3%	90.9%	95.0%
Number of Candidates	14	10	6	11	
g. Cardiac Rescue Technician--Intermediate, National Registry Exam (EMT-I)	80.0%	68.8%	78.6%	87.5%	90.0%
Number of Candidates	10	16	14	8	
h. Cardiac Rescue Technician, State Protocol Exam (CRT)	92.9%	90.0%	80.0%	100.0%	90.0%
Number of Candidates	14	10	5	5	
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	88.8%	86.8%	85.0%
b. Mean GPA after first year	Not Available	Not Available	2.91	2.86	2.85
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	48.0%	45.4%	47.3%	47.5%	45.0%
b. Academic support	9.4%	10.2%	10.6%	9.0%	10.0%
c. Student services	9.5%	9.8%	8.7%	9.3%	10.0%
d. Other	33.1%	34.6%	33.4%	34.3%	35.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	89.3%	83.3%	83.3%	96.9%	85.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	90.9%	91.7%	77.1%	96.3%	90.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,604	3,141	3,360	3,121	3,750
b. Annual course enrollments	5,734	4,734	5,427	5,009	5,650
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,918	1,858	1,979	1,746	2,200
b. Annual course enrollments	3,411	2,991	3,545	3,154	3,550
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020

**CHESAPEAKE COLLEGE  
2018 ACCOUNTABILITY REPORT**

32	Number of business organizations provided training and services under contract	60	70	57	74	85
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,739	2,468	3,486	3,625	<b>3,000</b>
	b. Annual course enrollments	5,352	3,071	4,406	6,393	<b>3,700</b>
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
34	Employer satisfaction with contract training	94.3%	95.6%	95.9%	94.2%	<b>98.0%</b>

# COLLEGE OF SOUTHERN MARYLAND

## MISSION

The College of Southern Maryland enhances lives and strengthens the economic vitality of a diverse and changing region by providing **affordable** postsecondary education, workforce development, and cultural and personal enrichment opportunities.

## INSTITUTIONAL ASSESSMENT

### State Plan Goal I: Access

The Quality Improvement Process (QIP) is the framework the College uses to assess academic excellence, quality, and institutional effectiveness. In 2008, CSM established the QIP in an effort to support and strengthen the connections among the mission, institutional goals, strategic planning, assessment tools and results, budgeting, and renewal processes. The QIP is directed by the Quality Improvement Council (QIC), which consists of representatives from all major areas and levels of the organization within the College. The College monitors the progress of its QIP, strategic plan goals, and objectives through the Key Performance Indicators and Maryland Performance Accountability Indicators.

The College of Southern Maryland (CSM) holds access and affordability to be key criteria in the design of its programs and allocation of its resources. Estimates of market share and enrollments in different instructional delivery formats assist the College in measuring the extent of connectivity between itself and the region. CSM serves three counties in Southern Maryland and must be cognizant of the needs of the tri-county area and beyond. Demographic measures of headcount, market share, and enrollments are relevant in that regard.

Over the last four years, the number of students served annually peaked in 2015 and declined 7.6% to 23,244 in 2017 (Indicator 1). Credit and continuing education headcount followed this direction at 10,810 and 13,114, respectively. The decrease in enrollment presents CSM with the challenge of keeping tuition costs low. College affordability is a national challenge and a top priority for CSM. Through sound fiscal management, CSM has minimized tuition increases, remaining half the cost of a Maryland four-year public institution (Indicator 7). CSM continues to focus the majority of its expenditures on instruction, academic support and student services, (Indicator 27). The College is dedicated to providing an assessable, accredited, and affordable education to a diverse student population.

The College of Southern Maryland embraces and values diversity as a fundamental priority for Southern Maryland, and as an institution of higher education strives to eliminate any achievement gap and to ensure all students, faculty and staff are culturally competent so as to perform at the optimal best. CSM is a multi-year recipient of the Work-Life Alliance with the Workplace Excellence Award. The Workplace Excellence Seal of Approval recognizes that CSM exemplifies a culture of inclusion and an environment that values diversity of its faculty, staff and students, while promoting performance excellence and work/life balance. In fall 2017, CSM was recognized by the Aspen Institute as one of America's top 150 community colleges.

CSM strives to build the diversity of its student body, faculty and staff, and to make sure the College is providing a welcoming and supportive environment for individuals of all backgrounds. The College continues to attract a student ethnic/racial breakdown more diverse than the tri-county area due to the increase in African American and Hispanic segments. The fall 2017 minority enrollment was 43.0% (Indicator 10a). The minority population of 18 or older in Southern Maryland was 37.6% (Indicator 10c). Diversity initiatives are integrated throughout CSM's policies, programs, and practices. The President's Committee on Diversity and Inclusion (PCDI) is charged with integrating College-wide diversity and inclusion efforts. The Committee evaluates and recommends improvements to the College's policies and practices, including recruitment, retention, outreach, and marketing. One of the key recommendations from PCDI was the implementation of a comprehensive mentoring program for African American males focused on success, career exploration, community service, and leadership.

Along with the implementation of the mentoring program, the College conducts recruitment activities in all tri-county public and private high schools to expand its reach. The College has implemented specific recruitment strategies to increase the diversity of the student body. Some recruitment strategies include engaging minority groups throughout all public offices, religious, service, military and social organizations; developing messaging and creative materials to appeal to specific target audiences; and conducting presentations at a wide variety of community events that attract a diverse group of potential students.

The College continues to strive to increase the percentage of minority employees so that the workforce better reflects the demographics of the region. In an effort to recruit a diverse pool of employee applicants, CSM advertises in many national publications and journals that are focused at diverse populations. Additionally, relationships have been established with the Department of Labor, Licensing, and Regulation, the Tri-County Council Workforce Investment Board, Department of Rehabilitative Services, Department of Social Services, and the Adult Basic Education department(s) at Calvert, Charles, and St. Mary's counties to attract a diverse population. Human Resources also provides diversity training for all employees and reiterates the value that diversity brings to the College community.

In an effort to increase the retention of faculty and staff, the hiring process was modified to increase consistency, reduce time to hire, and increase the hiring of employees from underrepresented groups. Consequently, over the last four years the percentage of full-time minority faculty and administrative and professional staff has increased to 24.0% and 28.4%, respectively (Indicator 11, 12).

As an open admissions institution, the majority of students in Southern Maryland attend CSM. Historical data illustrate the College consistently retains the majority of market-share of first-time, full-time freshmen, recent, college bound high school graduates, and part-time undergraduate students at 52.6%, 65.8%, and 69.9%, respectively (Indicators 2 - 4). Students wishing to enroll in credit programs are evaluated for readiness in English, reading, and mathematics through multiple measures of assessment, including placement testing, ACT and SAT scores, high school transcripts, advanced placement scores, and college transcripts, or a combination of these measures. CSM is committed to improving access to credit classes and preparation for college readiness in high school. The college partners with the local high schools

by offering courses at the high school and on the college campus via dual enrollment. Over the last four years, fall and spring dual enrolled students have increased by 37.5% and 89.8% to 462 and 1,209, respectively.

The college also partners with local counties to provide basic skills and literacy courses. In fiscal 2016, CSM became the sole provider of general education preparation (GED) courses in St. Mary's and Calvert counties. Over the last four years enrollments in basic skills and literacy courses have increased 1281.0% from 63 to 870 (Indicator 9). Additionally, CSM has an expanding array of quality continuing education programs designed to help students meet their professional and personal goals. Programs focus on career development, personal enrichment, workforce training for businesses, youth and family programs, and noncredit courses. Together, these programs have an unduplicated headcount and enrollment of 5,486 and 10,130, respectively (Indicator 8). Continuing education program enrollments continue to surpass peers.

CSM continues to create programs that offer students maximum flexibility and career mobility. In some programs career ladders allow students to progress from non-credit training to a letter of recognition to a certificate and then to an associate's degree. Cooperative education and internship experiences, self-paced courses, service learning, accelerated courses, late start courses and other method of alternative course delivery allow students greater flexibility in choosing how to fit new educational and career development opportunities into their busy schedules. Other methods of course delivery include online courses and programs leading to certifications, certificates or associate degrees.

Major growth in online learning allows CSM to remain accessible and relevant to the adult commuting population and to those students who work and have families. At least one in four students take an online course and several have graduated from one of the 21 online degree programs at CSM. All courses are at least web-enhanced, over a hundred courses are online, and well over three hundred courses are available in online modality. Over the last four years, credit and continuing education online enrollments have declined 6.1% and 57.5% to 19,075 and 623, respectively. The college continues to focus on the achievement gap of online and different modes of instruction, by examining the quality not the quantity of online courses. This year, faculty developed and piloted the Online Academic Rigor and Presence Standard which ensures that all students have quality online courses that prepare them for academic success. The online standards will assist with increasing the retention and graduation rates of all students.

## **State Plan Goal II: Success**

The College of Southern Maryland is committed to student success and analyzes its performance on State Plan Goal II with indicators 13 – 27. The indicators focus on student progress, achievement, and satisfaction. The relationship between college experience and progress reinforces the belief that student satisfaction with college experiences impacts performance. Student goal attainment informs the College on individual aspiration and achievement. The majority of graduates, 98.1%, indicated their educational goal was achieved (Indicator 22). Additionally, the College seeks to improve the goal achievement of non-returning students (Indicator 23). Over the last four years, the goal achievement among non-returning students increased from 59.4% to 61.2% and is approaching the 2019 benchmark of 64.0%.



CSM is an open-admissions institution that is dedicated to student success, meeting students where they are and helping them achieve their educational goals. For some success is a degree, for some a job, and for others it is simply learning something new in a course. No matter how students define success, they face a number of obstacles when trying to reach their goal. Many are academically underprepared and more than one-half of students placed into developmental courses. Indicator 4, developmental completers after four years, is one assessment of the College's academic success with this population. The percentage of students meeting this benchmark has increased from 43.3% to 48.0% over the last four years and CSM has implemented strategies to increase the rate. Because more than half of recent high school graduates come to college unprepared to do college-level work, mostly in mathematics, CSM in concert with the districts, administers early assessments at the end of the 11<sup>th</sup> grade to measure students' readiness to successfully perform entry-level credit-bearing postsecondary work. For students not deemed college ready, transition courses are offered during the 12<sup>th</sup> grade to students at risk of being placed into remedial math or English in college. Recently, CSM, in concert with other Maryland community colleges and the University System of Maryland, through a *First in the World* grant, restructured pathways for mathematics, which should ensure less remediation and higher levels of mathematics completion across the sector. CSM will continue to work with the local school systems to evaluate the effectiveness of readiness assessments administered by the school systems to determine if they adequately measure and facilitate readiness, as well as college placement and remediation efforts to ensure gateway course and program completion. The College also implemented a pre-midterm alert system; developed a first-year experience course; created different pathways for mathematics for STEM and non-STEM fields; and redesigned developmental mathematics, with the goal of accelerating learning and improving retention, persistence, and graduation rates.

In addition to the redesign of developmental mathematics, the College promotes retention, successful-persister, and graduation-transfer rates through its Student Success and Goal Completion Plan (SSGC). The SSGC is organized around four momentum points: (1) Connection, (2) Entry, (3) Progress, and (4) Completion. The plan integrates institutional policies, practices, and programs intentionally designed to maximize students' efforts at each point along their college experiences, beginning at their first point of contact and continuing until students have earned a certificate or degree. The College has made significant progress addressing many aspects of the plan and, using Title III funds, has implemented multiple strategies to improve retention, persist, and graduation rates. These include: mandatory new student orientation, mandatory advising sessions, individualized academic plans, intrusive advising for students in academic difficulty, financial aid literacy programs, mentoring programs, academic early alert systems, a first year experience program, and experiential learning opportunities in all career programs. The fall-to-fall retention rates of developmental students is flat at 50.9% and college-ready students increased nine percentage points from 61.5% to 69.1%. (Indicator 13). Pell grant recipient's fall-to-fall retention rate has declined for the last three years to 44.2% and is lower than non-pell grant recipients, 61.3% (Indicator 14). The initiatives listed above will assist with increasing retention, persistence, and graduation-transfer rates.

Additionally, CSM has deployed a wide range of comprehensive and proactive student support services that have been shown to promote goal completion, graduation, and transfer. The College has identified key target goals through collaborative efforts of data review, research, discussion,

and planning. The goals center around student's time at CSM and include tactics such as: mandated orientation to guide student decision-making; selection of a major prior to enrollment; prescriptive degree pathways; alignment of developmental mathematics pathway to an associate's degree; intrusive advising; 18, 36, and 45 credit hour checkpoints; guaranteed transfer agreements; identifying and re-enrolling former students with 15 credits or less to earn a credential; automated notification of students who are eligible for awards, and reverse transfer. Together these strategies will guide students toward goal completion. Successful persister-rates for all students, college-ready, and developmental completers have increased to 69.6%, 85.3%, and 77.0%, and are approaching the benchmarks (Indicator 16). After a two year decline, the successful-persister rates for African Americans has increased to 61.0% (Indicator 17). Graduation-transfer rates for all students, college-ready, and developmental completers have also increased over the last two years to 53.8%, 75.3%, and 54.4%, respectively (Indicators 18). Although lower than peers, African American graduation-transfer rates have increased over the last three years to 45.0% and are approaching the benchmark of 48.0% (Indicator 19). Together the strategies listed above will guide students toward goal completion and meeting the FY2020 benchmarks.

Another strong indicator of completion is the number of associate degrees and certificates. Over the last four years, total awards, certificates, and associate degrees have increased by 7.5% (1,973), 12.9% (701), and 4.7% (1,272), respectively. In FY2017, CSM awarded 1,272 associate degrees and 701 certificates (Indicator 20). On average, more than one-half of graduates transfer to a four-year institution. CSM students are prepared for the academic rigor at universities. Performance at transfer institutions, reveal the majority of students, 85.1%, earned a GPA of 2.82 after their first year of study (Indicator 8). The majority of graduates, 73.9%, who transferred believed they were academically prepared for their transfer institution (Indicator 24).

Nursing graduates are well prepared to serve their communities indicated by the licensure/certification examination success rates. CSM constantly scores above the national mean and minimum Maryland standard for first-time NCLEX candidates. The most recent NCLEX exam pass rates for RN and LPN candidates were 87.7% and 85.7%, respectively (Indicator 25). The College consistently exceeds the benchmark for LPN candidates and continues to implement numerous strategies which assist with exceeding the benchmark pass rates: (1) a staff member dedicated to the academic success of nursing students, (2) active learning strategies were incorporated in all nursing courses, and (3) a clinical simulation lab provided students an opportunity to learn and enhance their skills through clinical case scenarios.

### **State Plan Goal III: Innovation**

The College promotes creativity and innovation in a variety of ways. The College Innovation Team discusses and debates emerging trends that may impact the College and brings them forward to the QIC. The team is briefed by staff specialists on various aspects of the situation analysis, especially changes in market demands, competition, stakeholder expectations, laws, economy, technology, and other trends. Some innovations include: innovator award which recognizes efficiencies that save the college substantial money; monographs regarding innovative ideas that have been put in place to address problems or issues; all-college convocation, an annual event, that promotes innovation throughout the college; and cost savings

ideas (CSI) where employees can investigate where cost savings exist within the college. Recent innovations include Hawk Tank Pitch Contest, which recognizes that staff and faculty are a powerful and often untapped resource. This contest welcomes innovative solutions related to today's issues and tomorrow's opportunity by leveraging innovative ideas to advance the institution.

The College also initiated many high impact educational innovations with the goal of increasing course completion, retention, and graduation. Some educational practices include first-year seminar; online academic rigor and presence standards; multiple measures for assessing college readiness; math boot camp; statistics pathways; and summer scholars. Faculty developed and implemented the First-Year Seminar and First-Year Experience co-curriculum program, where students learn about college and strategies to help them succeed. Faculty also developed and piloted the Online Academic Rigor and Presence Standard which ensures that all students have quality online courses that prepare them for academic success. Multiple measures assesses high school transcript data to determine students' readiness for college-level gateway mathematics and English courses. Initial findings revealed placement in credit-bearing gateway mathematics or English courses using high school transcript information did not hurt a student's change of success. The math department conducted a two-week math boot camp for developmental math students who were very close to passing their course. Students received two weeks of intensive instruction and tutoring prior to taking the final exam. Most students passed the final exam and advanced on to a credit-bearing mathematics course. Another mathematics innovation, statistics pathways, accelerates students' progress from developmental statistics to a credit-earning statistics course. These classes are now the default math pathway for non-STEM students. The summer scholars program introduced rising high school juniors and seniors to college while earning college credit. Students enrolled in a cybersecurity course that blended traditional on-campus classes with extended learning activities that prepare students for success. These innovative instructional and curricular practices help propel students to course completion and graduation.

The College of Southern Maryland is a key contributor to Southern Maryland's economic growth and sustainability. The College works closely with local businesses and workforce partners to stimulate the local economy and workforce. CSM offers programs in career fields where there is high demand and continually adjusts offerings to address employment trends and industry needs. CSM is addressing current and future workforce needs in Southern Maryland through the 92 degree programs; 61 formal articulation agreements with four-year institutions; and many dozens of workforce development programs that address entry-level workforce development, career enhancement, and license/certifications through noncredit courses and programs.

As the impact of cuts from federal sequestration continues, many business organizations reduced training and developmental dollars. The number of business organizations providing training and service and enrollments in government certification/licensure has decreased to 45 and 6,878, respectively (Indicators 31, 32). Enrollments in contract training courses also declined to 3,899 (Indicator 33). Contract training clients include two military bases, as well as federal government and military workers and contractors. In spite of the decline in training and services, business organizations remain very satisfied with quality of contract training provided (Indicator 34).

CSM continues to focus efforts on preparing students for the workforce in high demand career areas.

Enrollments in continuing education workforce development courses continue to surpass peer institutions at 10,276 (Indicator 30). CSM provides continuing education offerings for areas that address the need for truck drivers, heating/ventilation and air conditioning mechanics, carpenters, welders, health care careers, cybersecurity and information technology, and many other professions necessary to a growing populace. For example, in response to the construction and local energy sectors, last year the College opened a new 30,000 square foot Center for Trades and Energy Training (CTET) that provides residents direct access to specialized trainings in career fields that have substantial earnings and growth potential.

Given the high number of energy firms in the Southern Maryland region, CSM, with its industry, education, and economic development partners, created a comprehensive solution to address demands for energy workers with operations, maintenance, and/or construction skills in three sectors: energy generation (oil, gas, coal, nuclear, solar, wind); energy transmission/distribution; and energy facility/utility construction. In an effort to prepare the next generation of nuclear energy technicians, CSM developed a Nuclear Engineering Technician degree program. In fall 2017, the College also partnered with SMECO, our local electrical co-op, to develop and offer a pre-apprenticeship program to prepare local residents for potential careers as linemen via a registered apprenticeship program. Completers of the pre-apprenticeship program will be interviewed and screened for positions in the linemen apprenticeship program.

In addition to preparing the next generation of nuclear engineering and skilled trade technicians, CSM also prepares students for careers in homeland security. Programs such as the Education Partnership Agreement with Naval Air Warfare Center Aircraft Division (NAWCAD) address the local workforce needs in homeland security. This agreement develops a pipeline of students to advance from K - 12, to CSM graduate, to employment in national security industries in Southern Maryland. Additional partnerships include the Southern Maryland County Chamber of Commerce, Tri-County Economic Development Commissions as well as local area businesses. The College works closely with all tri-county governments to provide comprehensive employee development training for county employees. The College also works with the local hospitals and healthcare employers to develop strategies to address workforce shortages in that industry and has developed health care round tables in each county to address workforce shortages. These partnerships in organizations and professional networking efforts are vital to the continued economic growth and success of the region.

### **Issues Raised by MHEC Review of the College's 2017 Report Responses to selected Performance Indicators**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both of which are increasing for all students (e.g., from 68.% to 79.6% for successful-persister rates and 54.1% to 61.6% for graduation-transfer rates). Over this same time, the rates have stayed relatively flat for African American students (72.1% for successful persister rates and 55.0% for graduation transfer rates), which have widened the gap in achievement between these two populations of students.

The rates in the 2017 Performance Accountability Report have been updated to include developmental credits. Previously, developmental credits attempted were not included in the calculation of successful-persister- and graduation-transfer-rates.

The College of Southern Maryland is committed to student success and goal completion of all students. Over the two last years, successful persister rates for all students has increased from 66.9% to 69.6%. Although African American rates are lower, the successful-persister rates have also increased from 54.2% to 61.0%. Graduation-transfer rates for all students has increased seven percentage points from 46.4% to 53.8% over the last four years. African American graduation-transfer rates are lower, increasing seven percentage points from 38.7% to 45.0%. The College is committed to providing a high level of direct support for students to narrow achievement gaps. Program-related activity has created opportunities for minority students, while being available to majority students as well. The college has been awarded a Title III Strengthening Institutions Program grant, with funds to enhance success and goal completion of its students.

African American students enter the college with more remedial work than their peers, CSM has implemented strategies to reduce the rate. Because more than half of recent high school graduates come to college unprepared to do college-level work, mostly in mathematics, CSM in concert with the districts, administers early assessments at the end of the 11<sup>th</sup> grade to measure students' readiness to successfully perform entry-level credit-bearing postsecondary work. For student not deemed college ready, transition courses are offered during the 12<sup>th</sup> grade to students at risk of being placed into remedial math or English in college. Recently, CSM, in concert with other Maryland community colleges and the University System of Maryland, through a *First in the World* grant, restructured pathways for mathematics, which should ensure less remediation and higher levels of mathematics completion across the sector. CSM will continue to work with the local school systems to evaluate the effectiveness of readiness assessments administered by the school systems to determine if they adequately measure and facilitate readiness, as well as college placement and remediation efforts to ensure gateway course and program completion.

Goal completion is an area of focus in the 2018 Student Success and Goal Completion Plan. CSM has deployed a wide range of comprehensive and proactive student support services that have been shown to promote goal completion, facilitate student retention through the second

year, graduation, and transfer. The goals center around student's time at CSM and include tactics such as: mandated orientation to guide student decision-making; selection of a major prior to enrollment; prescriptive degree pathways; financial literacy training; expansion of first-year experience program for at-risk students to increase student success, prevent academic probation, and increase retention; providing supported instruction in developmental English courses which include mandatory tutoring and/or instructor assisted; alignment of developmental mathematics pathway to an associate's degree; students who placed into developmental are required to take only one developmental course which has supported skills; intrusive advising; 18, 36, and 45 credit hour checkpoints; guaranteed transfer agreements; identifying and re-enrolling former students with 15 credits or less to earn a credential; and reverse transfer.

Next fall, the college will implement Guided Pathways, a national model of limited and default elective options as well as common first semesters for similar or like programs (e.g., education or business). This ensures that undecided students or students who change majors can stay on track without accruing too many unnecessary credits. Guided Pathways in the following programs, Arts and Humanities, Business and Information Systems, Health Sciences, Education and Public Service, STEM, and Trades, Transportation and Energy, will assist students with goal completion in credit or continuing education. First-time students will be required to enroll in one of these guided pathways, to attend orientation sessions based on these guided pathways, and to register for courses and discuss programs with faculty. First-time students will also be given default schedules which have courses relevant to their program of study.

In addition to the targeted goals, the college has expanded the African American Male Initiative program, Men of Excellence, from one campus to three campuses and will provide more support to students including scholarships. The goal of the Men of Excellence program is to increase retention and graduation rates of African American males. Its mission is to provide a cohesive program model of academic and social tools that support students around assuming a positive attitude to successfully complete classes, elevate their cumulative GPAs, matriculate through each academic level and graduate. Together these goals and strategies will guide African American students toward goal completion.

## **COMMUNITY OUTREACH AND IMPACT**

The College of Southern Maryland communicates and serves the community in a variety of ways. For example, CSM administers public opinion surveys, The Pulse of Southern Maryland, on issues of high public interest, such as health care, economic development, voter confidence, and satisfaction with public schools. As a way of measuring its impact on the community, the surveys include a question about the respondent's perception of the College. In the last five polls, greater than 95% of respondents in the College's tri-county area reported that the College is a valuable resource for the community.

The College has expanded personal enrichment offerings and new partnerships that enable delivery of a wide variety of special interest topics, such as culinary arts, performing arts, and history courses for adult learners. In each of the three counties, driver education training was adopted by CSM and is now being taught for the high schools. The Kids' and Teen College 2018 summer program offered more than 300 summer courses at the three campus locations for

children ages 5-15, with more than 3,000 enrollments. CSM has continued to expand its offerings of home school and year-round kids' Saturday classes and conferences. Many of these target gifted and talented children in the areas of science, technology, engineering, and math.

CSM's Institute for Science, Technology, Engineering and Math (ISTEM), works with education leaders, the military, and private and non-profit sectors to improve, coordinate, promote, and develop STEM-related educational programs. ISTEM sponsors a variety of community outreach events and activities to enhance student engagement, increase students' motivation in learning STEM subjects, and interest in pursuing STEM related careers and post-secondary education. More than 2,600 people participated in the events which included a Robotics Competition, Job Fair, Career and College Readiness, Night of Engineering, Engineer Like a Girl, and Women + Math conferences.

The popular robotics team competition has gained national attention and attracts numerous community partners. During the CSM Robotics Competition, each team gives a technical presentation on their approach to the engineering challenge, their robot design and program, and their approach to its functionality. Robots are programmed to complete tasks both with driver-controlled play and a 20-second autonomous period. The Night of Engineering was an opportunity for students to receive information regarding CSM's Mechanical Engineering partnership with the University of Maryland College Park and Naval Air Warfare Center Aircraft Division (NAWCAD). During the annual "Women + Math" conference, female pre-teen through College students receive hands-on insight into math and science fields by women who have excelled in their areas of expertise. Mentors include women who shared their formulas for success in such fields as pharmacy, cryptography, architecture, chemical engineering, mechanical engineering, and computer science.

CSM's Better Education Together initiative (BET) to strengthen pre K-16 continuity was launched in 2008 and has had a positive impact. BET is chaired by CSM's President and the tri-county school superintendents. Teams staffed with executives and student services personnel from both the College and the public schools explore problems and create solutions together that impact curricula and enhance post-secondary education. Partnerships with the local school systems make it more likely that students will complete three milestones: college enrollment, college readiness at enrollment, and persistence in college.

CSM offers a career and technology education program which allows students to earn college credits through a sequence of academic and technical coursework while still enrolled in high school. This is in addition to the dual enrollment program, which allows high school students to take college courses that satisfy high school graduation requirements. The College holds a Communication Day for teachers and students in high school communications classes to participate in speech contests and learn more about communication career opportunities. Additionally, CSM hosts an opportunity for students in Advanced Placement studio art classes to have their work critiqued by art faculty on campus.

The College has established a Diversity Institute to increase collaboration, bring diverse groups together working to develop support systems of inclusion, and provide service and leadership opportunities to help reduce conflict and build communities. The Diversity Institute addresses

pressing social issues that are facing the region and models how a community can address diversity issues in a productive manner. The Diversity Institute also hosted the Unity in Our Community forum, “A Strategy to Grow,” offering community members a unique opportunity to review and provide input on strategic plans drafted over the past several months by various organizations within Charles County.

In addition to the Diversity Institute, the College created the Nonprofit and Entrepreneur and Innovation Institutes. The Nonprofit Institute seeks to enhance the effectiveness of nonprofits through the provision of training, networking, and consultation services for nonprofit leaders, their staffs, board members, and volunteers. The Institute also connects individuals seeking to become involved in the community with volunteer opportunities. For individuals seeking to be involved in the community, Volunteer Southern Maryland (VSMD) online database, links volunteer opportunities with individuals. Currently VSMD has more than 25 agencies registered in its database. The Entrepreneur and Innovation Institute (EII) supports individuals interested in starting and growing businesses and provides direct support and resources to businesses and innovators in the area.

CSM also serves as a cultural center for the area, through the Fine Arts Center, Tony Hungerford Memorial Art and Larry Chappellear Memorial Galleries, and the Walter Grove II Memorial Art at the La Plata Campus. CSM hosted a variety of cultural activities, including free summer concerts, Chautauqua and Twilight Performance series. The College’s efforts to bring arts to the Southern Maryland region include the Literary Connections series, the Ward Virts concert and Benny C. Morgan recital series, and both the annual Jazz Festival and a Latin Music Festival that provides workshops for high school students and sessions with renowned musicians for community members. The College had more than 11 music and dance groups perform throughout the academic year, including the Latin Ensemble, Jazz Ensemble, and the Southern Maryland Concert Band. Additionally, CSM’s Communication, Arts and Humanities Department brings many performances to the community. CSM’s main stage hosts both plays and musicals throughout the academic year, while the Cause Theatre Program aims to create a medium that provokes thought and conversation surrounding social issues. CSM also puts on Children’s Theatre shows, such as last year’s *My Children! My Africa*. In total, CSM performed ten plays and musicals in the academic year, including *Ragtime*, *Journey’s End*, and *The Voice of the Prairie*. Over 2,500 people attended cultural and community arts events.

Additionally, the Center for Civic Engagement and Service-Learning works to strengthen the community through experiences centered on service-learning, volunteerism, and civic engagement. The center offers ongoing support to faculty, students, and non-profit partners, professional development opportunities (training and technical assistance), and specialized leadership and service programming for students. More than 10 partner sites participate in the service-learning program.



## 2017 – 2018 Cost Containment

Action	Amount
BOE Payments for WWTP Service (Sewage Treatment) \$3,106.83/mo	\$37,282
Phase I LED Lights	\$49,648
LEON - Parking Lot LED lights	\$6,623
Phase II LED Lights - installed LR, FA LED lights in-house and saved labor costs	\$19,244
In-House Pallet Burning versus Dumping or Contracting	\$2,300
Savings from Replacing Open Container with Compactor	\$3,000
SMECO Rebate for La Plata Pool and Gym LED Lights	\$17,500
SMECO Rebate for La Plata LR Building LED Lights	\$29,568
SMECO Rebate for La Plata FA Building LED Lights	\$29,808
SMECO Rebate for La Plata HT Building HVAC Replacement	\$42,511
Code Green Friday Savings	\$4,800
Elevator-cost avoidance	\$25,000
Utilizing CM @ Risk in lieu of Construction Manager	\$370,000
P-Card Rebate	\$47,000
Intrusion and Fire Alarm (over 5 yrs + own panels)	\$50,000
Moved Payment Plan internally	\$40,000
Refund to credit cards	\$15,000
<b>Total</b>	<b>\$789,284</b>

**Accountability Indicators-** See data tables

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	63.3%	62.5%	61.6%	63.3%
B. Credit students with developmental education needs	65.2%	56.5%	63.6%	54.9%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	34.9%	33.2%	27.6%	24.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	21	32	112	153
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	22.6%	21.4%	20.1%	19.2%
b. Credit students receiving loans, scholarships and/or need-based financial aid	38.9%	42.2%	40.6%	40.2%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	31.6%	29.7%	28.5%	27.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	61.5%	61.5%	63.3%	61.3%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	56.2%	56.9%	55.9%	53.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.8%	6.0%	6.3%	7.1%
b. Black/African-American only	25.6%	25.9%	25.5%	24.9%
c. American Indian or Alaskan native only	0.5%	0.4%	0.4%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.4%	0.5%	0.4%
e. Asian only	2.7%	3.0%	3.3%	3.2%
f. White only	57.8%	56.7%	56.3%	55.9%
g. Multiple races	5.0%	5.5%	5.8%	6.2%
h. Foreign/Non-resident alien	0.4%	0.4%	0.4%	0.5%
i. Unknown/Unreported	1.8%	1.7%	1.5%	1.5%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$19,005	\$17,816	\$20,295	\$18,879
b. Median income three years after graduation	\$45,632	\$44,306	\$44,272	\$39,996

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	25,052	25,169	24,651	23,244	<b>25,500</b>
b. Credit students	11,924	11,708	11,307	10,810	<b>12,000</b>
c. Continuing education students	13,900	14,246	14,104	13,114	<b>15,000</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	59.3%	59.1%	59.8%	52.6%	<b>60.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	74.7%	71.6%	71.5%	69.9%	<b>74.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	68.8%	66.0%	65.4%	65.8%	<b>67.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		336	394	389	462	425
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	20,311	19,577	19,463	19,075	20,000
	b. Continuing education	1,466	1,323	1,176	623	1,000
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		49.8%	50.1%	50.1%	49.8%	50.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	5,345	5,432	5,291	5,486	5,600
	b. Annual course enrollments	10,418	9,669	9,713	10,130	10,000
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	56	65	336	494	230
	b. Annual course enrollments	63	67	607	870	950
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	40.9%	42.1%	42.6%	43.0%	42.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		28.4%	30.6%	30.1%	30.0%	32.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		34.8%	35.7%	36.5%	37.6%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		22.2%	23.5%	23.5%	24.0%	23.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		27.1%	28.4%	27.8%	28.4%	26.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	49.6%	50.2%	51.2%	50.9%	52.0%
	b. College-ready students	59.2%	63.2%	61.5%	69.1%	63.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	40.5%	47.4%	46.2%	44.2%	50.0%
	b. Non-recipients	58.9%	60.2%	60.6%	61.3%	Not Applicable

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		43.3%	43.8%	42.4%	48.0%	50.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	76.9%	75.9%	77.3%	85.3%	85.0%
	b. Developmental completers	75.9%	69.9%	70.2%	77.0%	78.0%
	c. Developmental non-completers	32.9%	34.4%	31.6%	34.1%	Not Applicable
	d. All students in cohort	68.1%	66.9%	68.6%	69.6%	77.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	55.9%	54.1%	54.7%	61.0%	66.0%
	b. Asian only	n < 50	n < 50	78.8%	n < 50	*
	c. Hispanic/Latino	65.3%	70.3%	72.6%	63.0%	75.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	56.7%	55.7%	61.2%	75.3%	67.0%
	b. Developmental completers	41.6%	43.4%	43.4%	54.4%	54.0%
	c. Developmental non-completers	25.6%	24.2%	21.1%	22.7%	Not Applicable
	d. All students in cohort	46.4%	46.5%	50.9%	53.8%	59.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	38.7%	38.5%	40.0%	45.0%	49.0%
	b. Asian only	n < 50	n < 50	59.6%	n < 50	*
	c. Hispanic/Latino	50.0%	57.1%	51.6%	50.0%	62.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	283	321	301	303	400
	b. Transfer degrees	932	872	822	969	865
	c. Certificates	621	687	803	701	735
	d. Total awards	1,836	1,880	1,926	1,973	2,000
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	2,088	2,154	2,050	2,114	2,300
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		362	408	403	487	515
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		95.7%	96.6%	97.9%	98.1%	97.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		59.4%	61.3%	62.6%	61.2%	64.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	75.0%	75.4%	81.6%	73.9%	82.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Nursing License Exam (NCLEX) - RN	86.8%	90.1%	85.2%	87.7%	90.0%
Number of Candidates	68	91	81	106	Not Applicable
b. Nursing License Exam (NCLEX) - LPN	100.0%	100.0%	100.0%	85.7%	98.0%
Number of Candidates	9	6	10	7	Not Applicable
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	85.1%	85.1%	84.0%
b. Mean GPA after first year	Not Available	Not Available	2.82	2.82	2.80
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	43.1%	44.0%	42.4%	42.9%	47.0%
b. Academic support	8.3%	9.0%	10.3%	9.3%	8.7%
c. Student services	8.4%	9.7%	10.3%	10.2%	8.3%
d. Other	40.2%	37.3%	37.0%	37.6%	36.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	80.0%	87.5%	77.1%	80.2%	83.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	77.3%	96.4%	81.1%	79.4%	83.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,806	8,961	8,969	7,530	10,000
b. Annual course enrollments	12,877	12,863	12,727	10,276	13,500
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,935	6,041	5,666	5,422	6,200
b. Annual course enrollments	7,395	7,868	7,195	6,878	7,900
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	56	62	61	45	80
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,951	4,116	4,692	3,899	4,500
b. Annual course enrollments	6,294	6,550	7,476	6,065	6,500
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	92.3%	100.0%

## **Community College of Baltimore County 2018 Institutional Performance Accountability Report**

The Community College of Baltimore County (CCBC) transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce and enriches our community.

### **INSTITUTIONAL ASSESSMENT**

The 2018 Performance Accountability Report (PAR) is the third report of a five-year reporting cycle. This performance accountability report includes 43 indicators, some with multiple parts, addressing the three state goals included in the “2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt” and includes content as prescribed in the *Guidelines for the 2018 Performance Accountability Report* issued by MHEC in May, 2018.

This narrative begins by introducing the reader to CCBC’s students and provides characteristics helpful to understand the CCBC student population. The contextual information is not benchmarked (Ind. A to I). Through the narrative, CCBC addresses each indicator and discusses progress toward the established benchmarks, which are to be met by 2020. The discussion is framed under the State Goals: Access, Success and Innovation. A discussion of CCBC’s progress on metrics from the 2017 PAR report, and a discussion of Community Outreach and Impact and College Cost Containment conclude the report.

CCBC, like most community colleges, experienced dramatic changes in enrollment in the last ten years. After the Great Recession hit in 2008-09, credit enrollment increased from 20,673 students in Fall 2008 to 26,425 in Fall 2010, a 28% increase. As the economy, and particularly the employment rate, has improved, credit enrollment has declined. By Fall 2017, enrollment was 19,564, 1,100 fewer students than before the recession.

We believe these enrollment changes are not just affecting headcount. As enrollment increased during the recession many students who had difficulty finding jobs decided to enroll at CCBC. Consequently, more students who were less prepared enrolled in college. The percentage of entering students with a developmental need was 81% in Fall 2010. As enrollment has declined, the percentage of students with a developmental need also declined. For Fall 2017 the percentage of entering students with a developmental need was 63%. Both the absolute decline and the trends in developmental need are reflected in the PAR data.

#### **Student Characteristics**

CCBC serves a diverse student population. Understanding the unique characteristics of CCBC’s student body is paramount to the college mission. The awareness of our students aids CCBC in working towards its benchmark goals and successfully reaching them by fiscal year 2020.

The majority of CCBC’s student population attends part time (Ind. A). There has been an increase in the percent of part-time students in each of the last four fall terms, with the highest percent of part-time students attending in Fall 2017 (72.4%). As past research has shown, students attending part time are at greater risk for not persisting to completion. Approximately

63 percent (63.2%) of first-time students required at least one developmental education course in Fall 2017 (Ind. B). This represents a 10.7 percentage point decrease from the previous year. CCBC offers integrated, accelerated developmental options for English and reading with class placement based on a student's ACCUPLACER results. Students who place into the upper level academic literacy courses have the option of concurrently enrolling in English 101. This is part of CCBC's nationally acclaimed Accelerated Learning Program (ALP). An Accelerated Math Program (AMP) is offered that combines the lower level developmental math and upper level intermediate math with college algebra. The ALP and AMP programs allow students with developmental needs to advance faster into credit course work. All students who place in developmental courses work closely with an academic advisor. Nearly thirty percent (28.5%) of CCBC students are first-generation students (neither parent has attended college) (Ind. C).

The number of students enrolled in English for Speakers of Other Languages (ESOL) courses has increased over the past four fiscal years (Ind. D). In FY2017, 2,910 students enrolled in ESOL courses. This represents an increase of 15.1% in enrollment since FY2014. The academic ESOL program opens doors to opportunities such as improved language skills, associates' degrees, professional certificates, transfer opportunities and career advancement. CCBC employs innovative teaching techniques and models to help ESOL students reach their goals through theme-based instruction, accelerated learning programs, learning communities, online blended courses and educational technology.

The percent of students receiving Pell Grants decreased 1.3 percentage points from FY2016 (Ind. Ea.). Federal Pell Grants are awarded to eligible students with financial need. Those students who received Pell Grants do not have to repay the money. Pell Grants are based on enrollment and the Expected Family Contribution. The percent of students receiving loans, scholarships and/or need-based financial aid decreased 0.6 percentage points in FY17 (Ind. Eb).

In Fall 2017, 40.3% of credit students were 25 years old or older compared to 87.5% of continuing education program students (Ind. F). At CCBC as well as other community colleges, it is common for students taking continuing education courses to be older than students taking credit courses. The majority (53.3%) of credit students is employed more than 20 hours per week (Ind. G). The racial and ethnic distribution of the student population continues to show an increase in the percentage of students of color, while the number of white students decreased in Fall 2017. The number of foreign students has increased by 1.6 percentage points since Fall 2014 (Ind. H). CCBC students who persist and graduate, despite facing challenges such as financial hardships, part-time attendance, and language barriers, experience the benefit of increased income. Occupational program graduates increased their income more than 98% three years after graduation when compared to one year prior to graduation (Ind. I)

### **State Plan Goal 1: Access**

CCBC experienced a decline in student enrollments of -1.3% from FY16 (Ind.1a). Credit enrollment decreased -4.2% in FY17 and has declined in each of the last four years (Ind.1b). Continuing education enrollment increased by 1.7% in FY17 (Ind. 1c). College enrollments are known to be counter-cyclical to the economy and as the local and national economy continues to improve, CCBC's enrollment has declined, mirroring national and state trends.

CCBC's market share of first-time, full-time freshman declined -4.1% to 32.2% (Ind.2). The decrease in first-time, full-time freshman attending CCBC may be attributed to an improving job market as well as increased competition with four year colleges. CCBC's market share of part-time undergraduates decreased in Fall 2017 by 1.6 percentage points (Ind. 3). This market share is reflective of CCBC students as primarily part-time. Our market share of recent college-bound high school graduates has decreased 3.6 percentage points to 49.6% (Ind. 4). The decrease of recent college-bound high school graduates may be attributed to statewide trends of declining enrollment at community colleges. CCBC is committed to our mission to provide an accessible, affordable and high-quality education. CCBC is working to increase the number of recent college-bound high school graduates who attend through the College Promise program.

CCBC continues to have great success with enrolling concurrent high school students at our institution (Ind. 5). CCBC works closely with Baltimore County Public Schools to provide multiple opportunities for students to earn college credit while still in high school. Beginning in Fall 2017, CCBC's first Early College High School opened at Woodlawn. Students enrolled in this program will earn their high school diploma and an associate's degree in General Studies simultaneously. Currently, CCBC is exceeding the benchmark of 1,200 concurrent high school students by 231 students.

Enrollment in credit courses taught online increased by 7.5% in Fall 2017. The Fall 2017 online enrollment of 21,639 exceeds the benchmark of 20,000. Credit online enrollment has grown from 13% in FY14 to 18% of all enrollments in FY17 (Ind. 6a). The enrollment in continuing education online courses increased by 20.7 percent in Fall 2017. The Fall 2017 online enrollment of 2,599 exceeds the benchmark of 2,300 (Ind. 6b). CCBC has introduced new initiatives and programs for online learning and anticipates continued growth in the near future.

CCBC tuition and fees, as a percent of Maryland public four-year institution tuition and fees, increased slightly from 49.0% to 49.7% (Ind.7). CCBC is committed to providing an affordable, quality education for our students. We currently meet our benchmark of less than 50% of the average tuition and fees at a Maryland four-year public institution.

Continuing education enrollment in community service and lifelong learning increased in FY17. The unduplicated headcount increased 2.4% (Ind. 8a). Annual course enrollments increased 3.3% (Ind. 8b). Enrollment in basic skills and literacy courses increased 1.2% in headcount and decreased 2.8% in course enrollments (Ind. 9). CCBC is committed to broad, diverse course offerings in our continuing education programs and making continuing education a central part of our college.

CCBC remains committed to providing educational opportunities to a diverse group of students. The percent of non-white credit enrollment remained relatively flat in Fall of 2017 and the percent of non-white continuing education enrollment increased by 1.4 percentage points (Ind. 10a,b). The percent of the service area population that are 18 years or older and non-white increased by 0.9 percentage points to 39.7% in 2017 (Ind.10c). We expect to move towards our benchmark as the county demographic profile continues to become more diverse.



CCBC has remained relatively flat since Fall 2014 in the percentage of full-time minority faculty members (Ind. 11). CCBC has focused on increasing the number of full-time administrative and professional staff identifying as minority which shows in the 2.7 percentage point increase from Fall 2016 (Ind. 12). Our Fall 2020 benchmarks, for both faculty and administrative/professional staff, are aggressive, given the current environment of shrinking enrollments and few new hires.

### **State Plan Goal 2: Success**

The retention of developmental students decreased by 5.3 percent from the previous cohort (Ind. 13a). The college is working towards meeting the benchmark goals set for indicator 13a and indicator 15. CCBC has implemented accelerated programs (ALP and AMP) for developmental education that aim to increase the retention of developmental students. The developmental education program at CCBC is nationally certified by the National Association of Developmental Education at the distinguished level. Colleges throughout the nation have been inspired to adopt the ALP model after the documented success of students enrolled in the ALP program at CCBC. Fall-to-fall retention for college-ready students has been increasing since the Fall 2013 cohort. The retention of college-ready students increased slightly in the Fall 2016 cohort from the Fall 2015 cohort (Ind. 13b) putting CCBC within 3.5 percentage points of meeting the benchmark goal of 50.0 percent.

Fall-to-fall retention for students with a Pell Grant decreased 2.4 percentage points from the Fall 2015 cohort (Ind. 14a). Fall-to-fall retention for non-recipients of a Pell Grant dropped in the Fall 2016 cohort from 44.3% to 40.6% (Ind. 14b).

The percentage of students successfully persisting after four years decreased for college-ready students from 79.1% to 76.5% (Ind. 16a). Successful persister rates for all students in the cohort decreased 1.0 percentage points from the previous cohort (Ind.16.d). Successful persister rates for developmental completers and non-completers decreased in the Fall 2013 cohort (Ind. 16b, c). Sixty-two point four percent of students were persisting after four years for the Fall 2013 cohort. This represents a 8.6% gap between the most recent performance and the benchmark (Indicator 16d). CCBC is committed to implementing measures to help students complete their educational goals successfully.

Our successful-persister rate for African-Americans for the Fall 2013 cohort decreased by 1.9 percentage points over the Fall 2012 cohort and is now 53.7%, within 1.3 percentage points of the benchmark set for the Fall 2013 cohort (Ind. 17a). The persister rate for Asians decreased but continues to be higher than other groups at 73.9% (Ind.17b). Hispanic/Latino students experienced a significant decrease from 73.9% to 63.8% for the Fall 2013 but remains above 2010 and 2011 rates (Ind. 17c). For White students, the successful-persister rate is 69.7%.

Fifty-seven point one percent of college-ready students graduated and/or transferred in the Fall 2013 cohort putting CCBC within 2.9 percentage points of meeting its benchmark goal of sixty percent. (Ind. 18a). The number of developmental completers graduating or transferring after four years increased less than one percentage point (0.5%) from the 2012 cohort while developmental non-completers decreased from the previous cohort (Ind. 18b,c). The college is committed to assisting students on their path to graduation and/or transfer and has established

goals and initiatives to help us achieve the benchmark of 47.0% (Ind. 18d). CCBC groups degree-seeking credit students into one of six Pathways based on major or main area of interest. Students will receive assistance in course selection, as well as student success support and activities that are geared towards completion, transfer and career success.

The graduation-transfer rate for African-American students decreased from 35.5% to 33.5% for the Fall 2013 cohort (Ind. 19a). Asian students showed a decrease, from 50.0% to 47.7% for the Fall 2013 cohort, a decline of 2.3 percent from Fall 2012 (Ind. 19b). Hispanic/Latino students achieved a 36.2% graduation-transfer rate for the Fall 2013 cohort (Ind. 19c). For White students the graduation-transfer rate is 69.7%. The volatility of graduation-transfer rates for Asian and Hispanic/Latino student may in part, be driven by the size of their respective cohorts; both cohorts have fewer than 200 students each. We continue to expand services to ensure completion and transfer for minority students, including student orientation courses contextualized for minority students and accelerated developmental pathways for English, reading and math.

In FY2017, CCBC granted 2,758 credit awards, a decrease of 63 from the 2,821 awards in FY2016 (Ind. 20d). Career degrees decreased by 52 from FY16 (Ind.20a). Transfer degrees increased slightly by 0.9% (Ind. 20b). Overall, CCBC decreased associate degrees awarded by 1.9% in FY17. CCBC issued 22 fewer certificates in FY17, a decline of 3.4 percentage points (Ind. 20c). CCBC remains committed to our goal of increasing student completion through various initiatives, including our Pathways program and accelerated developmental programs in English, reading and math.

Similar to the decline in overall credit enrollment, the enrollment in STEM (Science, Technology, Engineering, and Mathematics) decreased from Fall 2016. Although, the number of students declined, the proportion enrolled in STEM remains 38% of all enrollments (Ind. 21a). The number of students completing an award in a STEM program has also declined in recent years, but the proportion of awards in STEM has increased and now accounts for over 29% of credit awards (Ind. 21b). In part, because of the emphasis Baltimore County Public Schools (BCPS) has placed on STEM education and the projected career opportunities, CCBC expects to increase the number of students enrolling in STEM programs. CCBC promotes success for students enrolled in STEM programs by encouraging cross-disciplinary thinking and discussion as well as providing information to career and educational opportunities in STEM fields.

According to graduate follow-up surveys, CCBC graduates report high satisfaction with their educational achievements at the college (survey feedback ranges from 400 to 500 respondents). Ninety-seven point five percent of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (Ind. 22). This is the second highest rate of satisfaction reported since 2005 and exceeds the benchmark by 0.5%. CCBC will continue to create an environment where our students thrive within their programs and are satisfied with the education and services they receive while attending the college. On the Non-Returning Student Survey approximately seventy-one percent (70.8%) of students reported that they were completely or partly satisfied that their educational goal had been reached (Ind. 23). This is an increase of 5.0% from the Spring 2015 survey and CCBC is now exceeding the benchmark of

70.0%. This survey is administered every other year to students enrolled in the Spring term who had not achieved a formal award nor enrolled in the subsequent Fall term.

According to the Alumni Survey administered in 2016, the satisfaction rate for preparing students to transfer has increased by approximately ten percentage points (10.2%) (Ind. 24). CCBC is committed to preparing students for transfer from our institution to four-year institutions. Transfer success is closely monitored within the college's Pathway initiative. CCBC exceeds the benchmark set for this indicator by 4.0 percentage points.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the 14 programs require graduates to take and pass two separate exams to obtain licensure or certification. Program completers continue to perform well on the external testing as evident in Indicator 25. Eight of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2017. Six programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2017. Eight programs reported an increase in their pass rate from FY2016 to FY2017 (Ind. 25b,c,f,g,h,j,l,n). Six of the 14 programs are striving towards meeting the benchmark goals set. Eight of the 14 programs meet or exceed the set benchmarks. Licensure pass rates for these 14 programs have been set at either 90% or 95% based on respective national examination scores and institutional trends for pass rates.

For AY2016-2017, 84.5% of students earned a 2.0 or higher a year after transfer which exceeds the benchmark set at 83.0% and the mean GPA was 2.79 which exceeds the benchmark of 2.75 (Ind. 26a,b).

CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. 27a). CCBC meets the benchmark goal for percent of expenditures on instruction and student services and is very close in meeting the benchmarks set for academic support, and other items (Ind. 27a,b,c,d).

### **State Plan Goal 3: Innovation**

Approximately eighty-seven percent (86.6%) of students who graduated from CCBC in a career program are employed full time in a related field (Ind. 28). CCBC continues to be involved in assisting graduates with job placement within their field after completing their educational goal at the college. CCBC is exceeding the benchmark for Indicator 28 by 1.6 percentage points. Eighty-three percent of CCBC graduates are satisfied with the job preparation they received while enrolled at the college (Ind. 29). CCBC will continue to prepare students for careers related to their field of study and will work towards meeting the benchmark for Indicator 29.

Headcount in workforce development courses increased in Fall 2017; however enrollments decreased by 4.1% (Ind. 30a,b). CCBC offers a variety of Workforce Training Certificate programs that allow students to develop the knowledge and competencies that lead to job entry, industry credentials and career advancement. CCBC will continue to promote these workforce development courses and programs while moving towards the benchmark goal set for FY2020. Headcount and course registrations decreased over the past year for continuing professional

education leading to government or industry-required certification or licensure (Ind. 31a,b). The headcount is close to meeting the benchmark and the course registrations exceed the benchmark set for FY2020.

The number of businesses entering into contracts with the college to provide training and services to their employees declined by three businesses in FY2017 (Ind. 32). The headcount of students enrolled increased in FY2017 and CCBC is exceeding the benchmark of 22,000. The annual course enrollments in contract training decreased over the prior year (Ind. 33 a,b). Employers participating in the contract training reported high levels of satisfaction with services provided by the college over the past four years (Ind. 34). Employer satisfaction declined from a high of 99% in FY14 to 94% in FY2015; however, it increased to 98% in FY2017. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

### **Issues Raised by MHEC Review of CCBC's 2017 Report**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the college reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The gaps in achievement between these students populations has lessened over time but gaps still exist for the most recent cohort (7.8 percentage points for successful-persister rates and 5.2 percentage points for graduation-transfer rates).

Discuss what factors contribute to this gap in performance on these indicators and the steps the college has been taking to shrink them.

**Response:** CCBC is aware of the achievement gaps in college success and completion when comparing African American students with their peers. For the Fall 2013 cohort, there is a gap of 8.7 percentage points for successful-persister rates and a gap of 7.3 percentage points for graduation-transfer rates. One of the main factors contributing to the achievement gap is the economic and demographic profile of Baltimore County. These profiles show that more of our African-American students come from poverty-level incomes. Students coming from poverty-level incomes may not be able to take a full load of courses due to financial issues. Many of these students work in addition to attending college and are not able to take more than a course or two each year. CCBC has several initiatives in place to help these students and to bridge the achievement gap between African American students and their peers.

CCBC offers several accelerated programs for students placing in developmental education courses. The first is the Accelerated Learning Program (ALP) which is designed to improve the number of students who pass ACLT 053 and ENGL 101. Students who participate in ALP enroll in designated sections of ENGL 101 while also taking ACLT 053 at the same time as a companion course. The second accelerated program is Academic Literacy. This program provides intensive instruction in critical thinking, reading and writing. The third accelerated program is the Accelerated Math Program (AMP). This program has taken two consecutive math courses and combined the content in order for students to complete two courses within one semester. All of these programs are striving towards allowing CCBC students to complete their developmental education requirements at a quicker pace allowing them to enter credit based courses that count towards their degree in less time. These programs streamline the developmental education course sequence.

CCBC began the Pathways initiative that groups incoming students into one of six Pathways depending on their declared major or area of interest. Once a student is placed in a Pathway they will receive assistance in course selection as well as student success supports and activities. These supports and activities are geared toward successful degree and certificate completion, transfer and career success. Pathways are designed to help students meet their academic goals in a streamlined manner. Students in Pathways are able to focus on the courses that they need to meet their academic goal and should meet that goal in a shorter length of time due to the enhanced academic support services that they receive from CCBC.

CCBC also offers the African American Male Student Success initiative that assigns a success mentor to students participating in the initiative. Success mentors support the student by providing assistance with study skills, note-taking, test preparation, time management, organization and other pressures that may get in the way of academic success. This initiative will help students stay on track and work towards their completion goals.

## **Community Outreach and Impact**

Community engagement is a vital part of CCBC's strategic plan. The leadership team at CCBC urges all areas of the college to actively foster community engagement. CCBC places a strong emphasis on supporting and engaging with the communities it serves, as well as establishing partnerships within the greater Baltimore region. CCBC has a significant impact within each of the local communities it serves and Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as the campus directors, promote CCBC's presence within Baltimore County and surrounding areas from their positions on local and regional boards, Chambers of Commerce, committees and associations.

In addition to the high-level engagement activities that are a natural part of the offices of the president and the vice president of Institutional Advancement, Baltimore County citizens and citizens from the surrounding region benefit from the variety of events hosted on CCBC campuses and the college's participation in community events. Over the past year, CCBC has hosted a number of community events at one of our three main campuses and/or one of our three extension centers.

As a whole, CCBC has been actively involved in giving back to the community. Throughout the year, each campus holds several fundraising drives to collect needed items and monetary donations for local organizations. The Sustainability Committees collected clothing from faculty and staff to provide our students with professional clothing for interviews and class presentations. All left over clothing was given to area shelters. CCBC hosted several fund-raising events open to the public including the Purple Stride, a run/walk to raise dollars towards pancreatic cancer research, two 5K runs benefitting the Baltimore County Department of Aging and the Make a Wish Foundation. The first Laura LeMire Legacy Dance successfully raised \$10,000 for student scholarships. Other organizations that CCBC has been able to help with fundraising efforts are the Catonsville Children's Home, the American Red Cross, disadvantaged families of BCPS students, American Cancer Society, Children's Cancer Foundation and the Salvation Army.

CCBC strives to earn the support and maintain the involvement of our diverse communities by responding to their needs and interests. Our Single Step program educates students with learning differences and physical disabilities. Through that program, this special population of students are connected with area businesses for internships. This is a win-win for the students and businesses. The students are getting hands-on experience in the field and businesses are receiving free labor. This program has successfully place students in positions as warehouse technicians, childcare helpers, animal hospital technicians, office helpers and security guards.

CCBC has an excellent working relationship with various law enforcement agencies. As result of those relationships, CCBC Dundalk was the host site of a public town hall discussion about the opioid epidemic in our area and the state of Maryland. The town hall was attended by BCPD, FBI agents, other local police departments and CCBC colleagues. The School of Business, Education Justice and Law also partnered with the Harford County Sheriff's Office to serve as a host site for the Hope House mobile trailer outfitted to look like a teenager's bedroom and used to help educate parents and teachers on the warning signs of drug use.

CCBC offers many unique opportunities for prospective students through our Admissions office. Back to School Night and orientation days are offered at CCBC locations for seniors that are planning to attend CCBC in the Fall semester following their high school graduation. Registration events are also offered for students who will be entering the Early College Access Program that allows them to take courses at CCBC while still enrolled in high school.

The Admissions Office also collaborated with Dundalk High School last fall for their "Trick and Treat" program (organized by Ms. Gloria Nelson). The Admissions Office and Rory the Mascot joined the efforts of various participants providing candy and information about services and opportunities in the Dundalk community.

Several of the educational programs offered at CCBC host clinics where community members can receive services free of charge or at a discounted rate. The Dental Hygiene Program provides oral health care to community residents and access to care to the underserved population at a reduced fee. Patients are seen in the dental hygiene clinic by student clinicians who are closely monitored and supervised by Licensed Dental Hygienists and Dentists. In any given year, the clinic treats more than 1,000 patients, many of whom remain patients of record

from year to year. Services provided include oral examinations, radiographs, dental cleanings, patient education, tooth whitening, and dental referrals all at a reduced rate of more than 80% less than what one might pay at a private dental office. The clinic operates during the spring, summer, and fall semesters and appointments are conveniently assigned to meet the patient's needs and schedule. The Therapeutic Massage student clinic offers massages to the public in order to provide students with hands-on experience working with a diverse population in a clinical environment. The students will provide a variety of massage techniques intended to relieve muscle tension and stress, address problem areas, and promote relaxation and overall well-being. These are just a few examples of how CCBC students and their programs give back to the local communities.

CCBC leadership and staff actively participate in community events. This past summer, a group consisting of members of the leadership team, staff and their families participated in three local Fourth of July parades. This is an opportunity to participate in a large themed event, while also promoting CCBC's new initiatives. This year we combined parade themes with our College Promise information. CCBC also hosted Governor Hogan's regional cabinet meeting this year.

Throughout the year, CCBC is active in recognizing and honoring important days. Each campus offers special events for 9/11, Veteran's Day, Sustainability Day, Bring Your Child to Work Day and Earth Day. This year, CCBC Dundalk hosted "Patriot Day – Remembering 9/11" where our local first responders and military were celebrated. Speakers included our Dean of the School of Business, Education, Justice and Law, the Dundalk Campus Director, the Assistant Director of Student Life, the Commander of the Baltimore County Police Academy and a Commander from Fire Station #6.

CCBC is actively involved in promoting sustainability at our locations and the surrounding areas. Each campus participates in a food recovery program, where unused food from campus events is collected and donated to local shelters instead of being thrown away.

CCBC continues to welcome recreational, community, and high school sports teams to use its fields, courts and pools for practices, games, meets and tournaments. CCBC has also joined forces with local companies and agencies to host walks and/or runs with the net proceeds donated to charities. Summer camps are offered on CCBC campuses that provide children and youth with opportunities to participate in daily activities including arts and crafts, drama, dance, swimming, sports and a variety of other educational activities. These camps also help children from our local communities experience life on campus.

Throughout the year, the CCBC campuses open their doors to cultural events attended by many throughout the local area. Free planetarium shows are held in our new state-of-the-art facility five times a semester and are enjoyable for all ages. The Baltimore Symphonic Band held two free outdoor concerts on the Catonsville campus library patio and the annual Chautauqua series performed to a full-house audience for a three-night performance. Lecture series are hosted on each of our campuses and feature distinguished speakers throughout the year. CCBC also offers dozens of performances a year focusing on music, theatre and dance for audiences of all ages. The Children's Playhouse of Maryland, Dundalk Community Theater and Cockpit in Court are popular with members of the larger communities around CCBC. The Children's Playhouse

produces five musicals a year. Cockpit in Court hosts large-scale musicals, comedies, dramas and high-energy children's performances throughout the summer. Cockpit in Court performances have been enjoyed by residents of the greater Baltimore area for more than forty years. The historic Hilton Center mansion reopened after a two-year restoration and held an educational seminar and tour in partnership with the Catonsville Historical Society. The Hilton Center will be open for public tours on a regular basis throughout the year as well as available for event rental in the future. Campus tours are offered throughout the year to community groups, prospective students, and their families.

## **Cost Containment Effort**

CCBC remains committed to improving efficiency throughout the college and aggressively pursues cost savings through rigorous management reviews and a college-wide commitment to improving processes.

For FY2018, CCBC continued to search for new cost savings measures and efficiencies through careful consideration of past successes and the use of taskforces to examine various areas of interest. During the development of the FY2018 budget, CCBC imbedded over \$4.2M in savings within the budget. Five of the most effective cost containment initiatives are detailed below:

- The Auxiliary Redevelopment Task Force began intensive review of the Auxiliary Services operated at CCBC. The first to undergo review were the bookstores operations. In an effort to provide students more course material options and enhanced services such as expanded non-course related offerings as well as Starbucks cafés at CCBC Essex and CCBC Catonsville, the bookstore operations were outsourced to Barnes & Noble. This change, while providing students more of what they wanted from a college bookstore, also resulted in a net savings of \$787,096 for CCBC.
- Further commitment to CCBC's position management plan that formalized the strategic initiative of "mothballing" full-time positions to allow for redeployment and reorganization with an estimated savings from the hiring delay. This initiative, the Strategic Alignment Target, "mothballs" 45 positions for a targeted savings of \$2,312,416. In conjunction with the strategic alignment target, CCBC carefully manages vacant positions through implementation of a measured hiring plan. These initiatives enabled CCBC to save \$1,561,607 above the county turnover target of \$2,680,968.
- A second year of lease purchase agreements for the upgrade and replacement of classroom, faculty, and staff office computers, saving \$503,700.
- Participation in an energy demand program to reduce electricity consumption in response to abnormally high electricity demand or electricity price spikes, resulting in \$144,453 payment the first year. FY2018 savings totaled \$53,912 with a total from the beginning of participation in this program of \$355,116.
- Participation in BGE's Smart Energy Savers Program with the installation of energy saving initiatives. For FY2018, CCBC received \$14,200 in rebates with \$364,200 received overall since commencement of participation in the program.



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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	68.4%	71.2%	71.5%	72.4%
B. Credit students with developmental education needs	75.8%	76.0%	73.9%	63.2%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	31.0%	31.0%	33.7%	28.5%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,528	2,709	2,797	2,910
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	38.8%	38.1%	34.9%	33.6%
b. Credit students receiving loans, scholarships and/or need-based financial aid	49.6%	48.7%	46.2%	45.6%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	42.0%	41.0%	40.7%	40.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	87.0%	87.0%	87.4%	87.5%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	57.4%	57.0%	52.0%	53.3%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	4.4%	4.6%	4.9%	5.3%
b. Black/African-American only	38.1%	38.5%	38.0%	37.0%
c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.3%
e. Asian only	5.3%	5.7%	6.1%	6.2%
f. White only	44.0%	42.2%	41.6%	40.9%
g. Multiple races	3.4%	3.6%	3.4%	3.8%
h. Foreign/Non-resident alien	3.7%	4.3%	4.8%	5.3%
i. Unknown/Unreported	0.5%	0.5%	0.7%	0.9%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$22,046	\$24,896	\$23,334	\$26,963
b. Median income three years after graduation	\$51,724	\$48,533	\$53,105	\$53,470

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	65,837	63,324	61,971	61,191	<b>63,000</b>
b. Credit students	33,064	32,119	30,387	29,115	<b>32,000</b>
c. Continuing education students	34,255	32,629	32,692	33,247	<b>33,000</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	38.0%	37.7%	36.3%	32.2%	<b>43.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	67.0%	68.9%	69.1%	67.5%	<b>73.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	58.2%	52.5%	53.2%	49.6%	<b>55.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		931	1,144	1,428	1,431	1,200
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	19,209	19,618	20,138	21,639	20,000
	b. Continuing education	2,141	2,145	2,154	2,599	2,300
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		49.9%	48.1%	49.0%	49.7%	<50%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	7,975	11,008	10,567	10,820	11,500
	b. Annual course enrollments	17,459	19,098	18,256	18,853	19,500
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	4,226	4,796	4,688	4,746	5,000
	b. Annual course enrollments	6,837	8,562	8,560	8,322	8,600
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	54.1%	55.6%	56.0%	56.4%	58.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		39.8%	40.5%	40.1%	41.5%	42.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		37.0%	38.0%	38.8%	39.7%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		26.2%	26.5%	26.2%	26.2%	28.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		29.8%	30.8%	29.8%	32.5%	34.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	48.3%	47.3%	47.2%	41.9%	55.0%
	b. College-ready students	43.8%	46.0%	46.3%	46.5%	50.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	45.6%	45.1%	49.3%	46.9%	53.0%
	b. Non-recipients	52.8%	55.2%	44.3%	40.6%	Not Applicable

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15	Developmental completers after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
		34.0%	36.0%	40.8%	39.9%	45.0%
16	Successful-persister rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. College-ready students	76.9%	75.8%	79.1%	76.5%	80.0%
	b. Developmental completers	80.8%	84.3%	81.5%	80.2%	84.0%
	c. Developmental non-completers	36.9%	36.2%	36.0%	32.9%	Not Applicable
	d. All students in cohort	60.2%	63.3%	63.4%	62.4%	71.0%
17	Successful-persister rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. Black/African-American only	48.8%	53.2%	55.6%	53.7%	55.0%
	b. Asian only	75.2%	71.3%	75.8%	73.9%	77.0%
	c. Hispanic/Latino	61.6%	60.1%	73.9%	63.8%	65.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. College-ready students	61.7%	57.0%	57.0%	57.1%	60.0%
	b. Developmental completers	48.7%	50.1%	49.4%	49.9%	55.0%
	c. Developmental non-completers	24.1%	23.5%	24.1%	21.1%	Not Applicable
	d. All students in cohort	39.6%	40.5%	40.7%	40.8%	47.0%
19	Graduation-transfer rate after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. Black/African-American only	33.3%	33.4%	35.5%	33.5%	38.0%
	b. Asian only	49.7%	42.5%	50.0%	47.7%	50.0%
	c. Hispanic/Latino	37.6%	42.8%	42.5%	36.2%	46.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Career degrees	935	941	946	894	1,000
	b. Transfer degrees	1,085	1,259	1,228	1,239	1,300
	c. Certificates	1,199	1,028	647	625	700
	d. Total awards	3,219	3,228	2,821	2,758	3,000
21	STEM programs	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Credit enrollment	8,893	8,544	8,047	7,396	9,990
	b. Credit awards	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		854	816	850	807	875
22	Graduate satisfaction with educational goal achievement	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
		96.2%	98.0%	96.5%	97.5%	97.0%
23	Non-returning student satisfaction with educational goal achievement	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
		65.0%	65.0%	65.8%	70.8%	70.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	77.0%	77.0%	73.8%	84.0%	80.0%
Note: Response categories changed starting in 2016.					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Dental Hygiene*					
National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	Not Applicable
Number of Candidates	25	25	38	32	
Northeast Regional Board Exam	100.0%	100.0%	100.0%	100.0%	Not Applicable
Number of Candidates	25	25	38	32	
Both NDHE and NRBE Exam	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	25	25	38	32	
b. Emergency Medical Tech - EMT-Basic	48.0%	56.0%	76.5%	76.7%	90.0%
Number of Candidates	44	59	51	30	
c. Emergency Medical Tech - EMT -Paramedic	73.0%	80.0%	82.4%	85.7%	90.0%
Number of Candidates	11	10	17	7	
d. Massage Therapy	90.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	21	11	16	9	
e. Medical Laboratory (first class 2010)	94.0%	95.0%	100.0%	100.0%	90.0%
Number of Candidates	17	20	14	13	
f. Mortuary Science*					
Science Exam	100.0%	100.0%	100.0%	100.0%	Not Applicable
Number of Candidates	13	16	16	22	
Arts Exam	100.0%	100.0%	94.4%	100.0%	Not Applicable
Number of Candidates	13	14	18	22	
Both Science & Arts Exam	100.0%	100.0%	93.8%	100.0%	95.0%
Number of Candidates	13	14	16	22	
g. Nursing - Practical	100.0%	100.0%	93.8%	100.0%	95.0%
Number of Candidates	25	30	32	25	
h. Nursing (RN)	91.0%	86.0%	80.8%	88.9%	90.0%
Number of Candidates	276	258	250	235	
i. Occupational Therapy Assistant	83.0%	81.0%	100.0%	85.3%	90.0%
Number of Candidates	36	27	27	34	
j. Physician Assistant	100.0%	100.0%	90.0%	95.1%	95.0%
Number of Candidates	33	36	30	41	
k. Radiological Technology (Radiography)	96.0%	96.0%	92.3%	88.9%	95.0%
Number of Candidates	28	28	26	18	
l. Radiation Therapy Technician	67.0%	91.0%	90.9%	100.0%	90.0%
Number of Candidates	9	11	11	9	
m. Respiratory Care Therapist	87.0%	88.0%	100.0%	93.8%	90.0%
Number of Candidates	15	16	9	16	
n. Veterinary Technology	85.0%	67.0%	50.0%	82.6%	90.0%
Number of Candidates	13	18	16	23	

\*Prior to FY2010 Mortuary Science National Exam was one exam comprised of Arts and Science material; as of FY2010 the test is divided into two exams 1)Arts 2)Science; a student must pass both exams to be eligible for licensure; As of FY2012 Dental Hygiene graduates are required to pass two exams to obtain licensure.

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	83.3%	84.5%	83.0%
b. Mean GPA after first year	Not Available	Not Available	2.74	2.79	2.75
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	51.5%	51.5%	52.0%	52.3%	52.0%
b. Academic support	7.8%	7.7%	8.0%	7.4%	8.0%
c. Student services	9.8%	9.6%	10.0%	10.9%	10.0%
d. Other	31.0%	31.2%	30.0%	29.3%	30.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
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28	Full-time employed career program graduates working in a related field	76.0%	89.0%	87.2%	86.6%	<b>85.0%</b>
						<b>Benchmark</b>
		<b>Alumni Survey</b>	<b>Alumni Survey</b>	<b>Alumni Survey</b>	<b>Alumni Survey</b>	<b>Alumni Survey</b>
		<b>2008</b>	<b>2011</b>	<b>2014</b>	<b>2016</b>	<b>2018</b>
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	82.0%	79.0%	80.9%	83.0%	<b>85.0%</b>
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	19,462	17,915	15,548	15,971	<b>19,000</b>
	b. Annual course enrollments	40,826	38,118	38,522	36,937	<b>39,000</b>
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	6,094	5,966	6,152	5,789	<b>6,000</b>
	b. Annual course enrollments	11,657	11,756	13,281	12,360	<b>12,000</b>
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
32	Number of business organizations provided training and services under contract	138	147	129	126	<b>150</b>
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	21,512	21,781	21,724	22,158	<b>22,000</b>
	b. Annual course enrollments	46,869	49,339	49,247	46,571	<b>50,000</b>
						<b>Benchmark</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2020</b>
34	Employer satisfaction with contract training	99.0%	94.0%	97.0%	98.0%	<b>98.0%</b>

## **2018 Performance Accountability Report Frederick Community College (FCC)**

### **MISSION**

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities.

### **INSTITUTIONAL ASSESSMENT**

The College has developed and implemented processes that provide student access to academic and financial resources that promote student success. It has reviewed and assessed student-centered initiatives in critical areas such as intake, retention, student engagement, financial literacy, career planning, and goal attainment to meet evolving student needs. The College has also made curricular changes that better prepare students to transition from high school to FCC, and later, to their next level of education after FCC.

The College performance in achieving the goals outlined in the 2017-2021 Maryland State Plan for Postsecondary Education (MSP) is summarized below. Note that the benchmarks referenced in the following sections are set for 2020, thus any current figures reported are a measure of progress toward meeting these benchmarks by the year 2020. The following initiatives and programs fully support the goals and objectives of the MSP and the vision of “increasing student success with less debt.”

#### **MSP goal Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

The intake process for students at FCC has been improved through a revision of the credit application for admission. The credit application for admission was reviewed by College staff, as well as several English as a Second Language (ESL) students. In doing so, the College identified and improved wording and ways to gather needed information at point of entry on its application.

The College introduced a new Financial Aid Checklist to increase student financial awareness. Developed using PeopleSoft, the Financial Aid Checklist is a real-time, online mechanism for students to view their financial aid status, with notations as to which documents are needed to complete their financial aid file.

The principle focus of the advancement efforts at the College has been to support access to the programs offered at FCC. The Office of Institutional Advancement awarded 27 new scholarships in the FCC Foundation for students this year. Of special note are two scholarships created especially for Frederick County High School (FCPS) seniors. Ten of the scholarships are merit based, and awarded to FCPS seniors selected by their principals based on a 3.6 cumulative GPA. These scholarships are valued at up to \$8,800 for two years. An additional ten are merit-based scholarships awarded to one graduating senior from each FCPS high school who participated in the High School Based or Open Campus Dual Enrollment.

In FY 2018, the FCC Foundation awarded over \$820,000 in scholarships and program support at

FCC. Over \$480,000 was raised to support access to higher education at FCC. A Student Success Fund Program, supported by private donors and foundations, remains in place for students in danger of dropping out of classes due to a sudden emergency or financial crisis. Students may receive up to \$1,500 once per year to help with rent, utilities, or other financial stressors that would prevent them from staying in school to complete their degree or program.

The *First Year Experience* for new students has been expanded to consist of four distinct programs: *High School Nights*, *Required Orientation*, *Advising & Registration (ROAR)*, *New Student Convocation*, and *Success Week*. These programs are designed to promote student access and success at the College.

Additional progress toward FCC Benchmarks related to the MSP Access goal is noted below:

- The combined unduplicated credit and continuing education enrollment increased 5% (14,839 to 15,610) from FY 2014 to FY 2017, and was below the FY 2020 benchmark of 15,635 by only 25 students. However, FY 2018 enrollment (15,656), which will be reported next year, surpassed the benchmark.
- Credit enrollment increased 5% (8,535 to 8,994) from FY 2014 to FY 2017, and was below the benchmark of 9,126.
- The unduplicated headcount in continuing education increased 4% (6,692 to 6,948) from FY 2014 to FY 2017, and was below the benchmark (6,980) by 32 students.
- The market share of recent, college-bound high school graduates in fall 2016 increased 0.3% to 59.7% from fall 2015, and is nearing the 2020 benchmark of 61%.
- Students concurrently enrolled in both college-level and high school courses increased 100% (495 to 990) from FY 2014 to FY 2017, and exceeded the benchmark of 870 students.
- Online credit enrollment increased 42% (5,868 to 8,338) from FY 2014 to FY 2017, and is approaching the benchmark of 9,032.
- Online continuing education enrollment increased 255% (396 to 1,407) from FY 2014 to FY 2017, and exceeded the benchmark of 750.
- Tuition and fees remained at 47% of the MD state public universities rates, supporting the affordability of attending FCC and meeting the benchmark. The full-time tuition and fees for 30 credits at FCC was \$4,385 in FY 2017. This calculates to be 47% of the average at Maryland's four-year public universities, which was \$9,260.
- The unduplicated headcount in continuing education community service and lifelong learning courses increased 14% (2,599 to 2,951) between FY 2014 and FY 2017, and exceeded the benchmark (2,861).
- Unduplicated headcount in continuing education basic skills and literacy courses increased 14% (1,458 to 1,665) from FY 2014 to FY 2017, nearing the benchmark of 1,891.
- The percent of nonwhite students enrolled in credit (36%) and continuing education (37%) courses was higher than the percent of the nonwhite population in Frederick County (24%).
- The percent of nonwhite students in credit courses was 36% in FY 2017 and reached the benchmark (36%).
- The percent of nonwhite students in continuing education courses was 37%, and exceeded the benchmark (36%).
- The percent of full-time nonwhite faculty increased 0.6% between fall 2014 and fall 2017 to 18.6%, and is approaching the benchmark (21%).

- The percent of full-time nonwhite administrative and professional staff increased 4% between fall 2014 and fall 2017 to 21%, and reached the benchmark (21%).

The College continues to address the following indicators:

- A decline in the market share of first-time, full-time freshmen (50%) in fall 2017 compared to fall 2016 (54%), which dropped below the benchmark (53%).
- A decline in the market share of part-time undergraduates (75%) in fall 2017 compared to fall 2016 (76%), which was one percent lower than the benchmark (76%).

**MSP goal Success: Promote and implement practices and policies that will ensure student success.**

The retention of students, as it relates to academic success, has been positively impacted by several initiatives. One example is the Student Success Alert System in which an early email alert is sent to students by their instructor indicating concern regarding the student's performance in class. Instructors send Success Alerts to students through their myFCC email when students have frequent absences, missed assignments/exams, or are handing in late work. Instructors list specific actions students should consider and provide information about a variety of support services. Success Alerts are intended to be early warnings so students can take the steps needed to be successful in a course. All Learning Support departments support faculty who issue and students who receive Student Success Alerts. Financial Aid has also incorporated the use and review of Student Success Alerts into business procedures when attendance questions and issues related to the awarding of federal financial aid arise.

Another retention initiative is the identification of degree-seeking students who have not met their math and English requirements by the 24-credit benchmark. Students who have not completed their math and English are notified that this is required by the Maryland College and Career Readiness Act of 2013. Through this new initiative for direct communication, approximately 70% of the students who were notified met with counselors to receive academic advising.

Financial Literacy has increased through partnerships across campus. Finance and Financial Aid partnered to develop a *Financial Aid Awareness* sheet for students that communicates the 'Rules that keep aid going.' Veterans and Adult Services collaborated with the United Way to develop on-campus financial literacy programs titled "*Budget Basics*" and "*Power over Debt*." Admissions and Financial Aid staff presented on the topic of financial awareness at community events. Athletics and Financial Aid have partnered to provide federal financial aid education and information to the coaching staff. Financial Aid and Adult Education partnered to identify which financial aid brochures would be of most benefit to have available in Spanish for students in offices throughout the campus.

Registration and Records revamped the graduation application evaluation process to better utilize the student information system and enhance goal attainment as it relates to the achievement of an associate degree. New graduation initiatives include:

- **Identification of students who have completed degree requirements but have not applied to graduate** - this process identifies students who will complete all degree requirements in the term but have not applied for graduation. The process involves tracking students in PeopleSoft, communicating deadlines and reminders to apply for graduation via email and phone, and providing lists of these students to program managers. This initiative reduces the



number of students who fail to apply (resulting in conferral in later semester or no conferral) and earlier graduation approval.

- **Monitoring changes in enrollment of students approved for graduation** - this process, developed utilizing PeopleSoft, identifies changes in the graduation status of students already approved for graduation. This initiative allows intrusive measures for students whose status changes from complete to incomplete to ensure students remain on-track.
- **Earlier identification of students who had to postpone graduation to finish necessary coursework** - when a student's status changes from complete to incomplete, Registration and Records emails the student and program manager to notify them of graduation status and facilitate academic planning.
- **Reverse Transfer** - a "*Reverse Transfer*" website has been created outlining the benefits and steps of applying credits back to FCC to attain an associate degree. Future additions to this website include info about reverse transfer agreements (ex: University of Maryland University College--UMUC), and video/photos with student quotes about the benefits of reverse transfer. In addition to formal reverse transfer agreements, Registration and Records has developed an informal reverse transfer relationship with the University of Maryland Baltimore County (UMBC) Registration office.
- **Earlier posting of degrees** – this process further develops the graduation application evaluation process to allow for more expedited degree posting, benefitting students who require transcripts of degree completion for transfer, employment, or professional licensure exams.

The Academic Affairs, Continuing Education, and Workforce Development team developed a five-year Academic Master Plan (AMP) this past year through a collaborative process involving input from 125 participants. The AMP consists of four themes: educational excellence, academic support and infrastructure, academic affairs faculty/staff development and leadership, and modernization and impact. These four themes have corresponding goals and objectives and are linked to the goals of the MSP and to the Middle States Standards for Accreditation. The AMP has criteria for academic program review, curriculum development, and course and program assessment, with benchmarks to gauge the FCC student lifecycle and guided pathways progress. The AMP is linked to the College IT Strategic Plan, the Facilities Master Plan, and the annual budgeting process.

In an effort to streamline the transfer process between the College and four-year institutions, as emphasized in the MSP, FCC has made a concerted effort to target articulation agreements with the top transfer institutions resulting in fourteen new articulation agreements with four-year universities in the state of Maryland: L'Academie de Cuisine, Mount St. Mary's University, Salisbury University, Stevenson University, and the University of Maryland-Baltimore College.

Additional progress toward FCC Benchmarks related to the MSP Success goal is noted below:

- The fall-to-fall retention rate was 63% for developmental students, one percent lower than the benchmark (64%). The same rate for college-ready students was 60%, and met the benchmark (60%).
- The fall-to-fall retention rate (fall 2015 to fall 2016 cohorts) for Pell Grant recipients was 62%, exceeding the benchmark of 59%. The same rate was 60% for non-Pell recipients and no benchmark was required for this indicator.

- The developmental student completion rate was 66%, which exceeded the benchmark (63%) and the last cohort (65%).
- The successful-persister rate for all students (80%) was below the benchmark (81%), however this rate among college-ready students was 89%, and exceeded the benchmark of 87%. The developmental completers rate (81%) declined from the prior year (82%), and is approaching the benchmark (84%). In the developmental non-completers cohort, the pass rate was 32%, and has fluctuated across the past three cohorts (46%, 46%, and 34%).
- The graduation-transfer rate after four years for all students in the cohort was 67% and met the benchmark (66%). The rate for college-ready students was 83%, and exceeded the benchmark of 80%. The rate for developmental completers was 60%, and met the benchmark (60%).
- The graduation-transfer rate after four years for Black/African-American students was 56% and exceeded the benchmark of 55%.
- The number of certificates awarded in FY 2017 (230) increased 31% since 2014 and exceeded the benchmark (211).
- The number of career degrees awarded in FY 2017 (193) increased 7% compared to FY 2014 and was lower than the benchmark (355).
- Graduate satisfaction with educational goal achievement remained high (97%), and exceeded the benchmark (96%).
- Non-returning student satisfaction with educational goal achievement was 74% for spring 2017 cohort, and exceeded the benchmark (73%).
- Graduate satisfaction with transfer preparation, based on FY 2016 graduates' responses to the Graduate Follow-Up Survey, was 90% and met the benchmark (90%).
- The cumulative GPA of 2.0 or above for transfer students at Maryland public universities after the first year was 87%, which exceeded the benchmark of 84%. Also, the mean GPA for these students was 2.94, which exceeded the benchmark of 2.88.
- STEM program credit enrollments increased from 1,631 in fall 2016 to 1,730 in fall 2017, and was below the benchmark of 1,811.
- The number of awards in STEM programs for FY 2016 increased 61% from FY 2014 (350 to 563) and exceeded the benchmark of 357.
- The percent of total FY 2017 unrestricted operating expenditures on instruction (49%) met the benchmark (49%), academic support was 2%, which did not meet the benchmark of 5%, student services was 15%, which exceeded the benchmark of 14%, and other expenditures was 33%, which met the benchmark of 33%.

The College continues to address the following indicators:

- The number of degrees and certificates awarded in FY 2017 (1,142) increased 12% compared to FY 2014 (1,023), and is progressing toward the 2020 benchmark (1,302).
- The Hispanic student successful-persister rate after four years for the 2013 cohort was 67%, lower than the benchmark of 76%. This rate for Black/African-American students was 69% and was lower than the benchmark of 71%. Also, the same rate for Asian students was 74% and lower than the benchmark of 81%.
- The Hispanic student graduation-transfer rate after four years for the 2013 cohort was 49%, lower than the benchmark of 60%. Also, the same rate for Asian students was 71% and surpassed the benchmark of 66%.
- The first-time pass rate for Registered Nursing students has fluctuated between FY 2014 and FY 2017 (80%, 89%, 91%, and 85%) and was below the benchmark (86%). The pass rate has

improved since the adoption of the Test of Essential Academic Skills exam taken by nursing students as a pre-exam exercise.

- The first-time pass rate for students taking the Respiratory Care (RC) licensure and certification exam was 64%, which marked a decline compared to the past three years (67%, 78%, and 70%), and was below the benchmark of 80%.
- The number of transfer degrees awarded in FY 2017 (684) increased 3% since 2014 and is lower than the benchmark (736).

**MSP goal Innovation: Foster innovation in all aspects of Maryland Higher Education to improve access and student success.**

The community college presidents in Maryland have tasked the Maryland Council of Community College Chief Academic Officers to develop a set of best practices for community colleges through the adoption of guided pathways. FCC has been a leader in that conversation, and is far along in the process of building a pathways infrastructure. FCC has redesigned its academic programs to provide more flexible student degree options. The academic pathways provide guidance for both full-time and part-time students. Publicized course rotations enable students to identify what classes will be available to them in future semesters, and whether they will be offered in day, evening, or online formats. Finally, transfer grids enable students to select courses appropriate not only for the completion of their FCC degree, but ensure that the coursework is appropriate for their next destination in higher education.

To give students the opportunity to better identify their interests, while ensuring that their coursework will transfer effectively, Arts and Sciences has moved the majority of its curriculum under ‘umbrella degrees.’ Students seeking an A.A. or A.S. transfer degree can choose to major in Arts and Humanities, Social Sciences, or STEM. These umbrella degrees offer students the maximum possible amount of flexibility to explore their academic interests within an interrelated set of disciplines. Students who enter with or develop a clearer academic pathway can shift into one of the many areas of concentrations that exist under the umbrella degrees. The General Studies degree now serves students whose academic interests do not align with one of the umbrella programs, or students who are undecided about a specific major allowing them to explore career and academic interests that will eventually steer them into a more focused program.

Additional progress toward FCC Benchmarks related to the MSP Innovation goal is noted below:

- Course enrollments in Continuing Education and Workforce Development increased by 2% (2,791 to 2,854) from FY 2014 to FY 2017, and exceeded the benchmark of 2,671.
- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure increased 4% (976 to 1,019) from FY 2014 to FY 2017, and exceeded the benchmark of 864.
- Contract training course enrollments increased 20% (1,396 to 1,673) from FY 2014 to FY 2017, and exceeded the benchmark of 1,032. However, the number of business organizations (26) declined for the same period (35) indicating that, although FCC had fewer contracts, more students were enrolled in each contract.
- The employer satisfaction rate with Contract Training was 100%, which exceeded the benchmark of 95%.

The College continues to address the following indicators:

- The rate of career program graduates employed full-time in a related field was 80%, which marked a decline compared to the last survey conducted in 2014 (91%) and dropped below the benchmark (89%).
- Graduate satisfaction with job preparation was (63%) which marked a decline compared to the 2014 survey result (91%) and dropped below the benchmark (90%).

**Question Raised by MHEC:**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African-American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African-American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African-American students. The gaps in achievement between these student populations has lessened over time but gaps still exist for the most recent cohort (8.6 percentage points for successful-persister rates and 10.6 percentage points for graduation –transfer rates).

Discuss what factors contribute to this gap in performance on these indicators and the steps the College has been taking to shrink them.

**Response to MHEC Assessment:**

The discrepancy between the placement test statuses of African-American students as compared to all students is one factor that contributed to a performance gap. Per the latest Degree Progress Report for the 2013 cohort, 24% of African-American students who took the placement test were identified as college-ready students as compared to 41% of all students. As a result, the gap existed when their college experience began. Further, the rate of developmental completers was lower among African-American students (25%) than all students (31%). The graduation/transfer rate gap for college-ready African-American students (80%) was smaller compared to all students (83%). The College has implemented several strategies to help students complete their developmental courses in a timely manner and to successfully persist, graduate, or transfer. The result of these strategies will be assessed in future Degree Progress cohorts. Three main strategies to address this gap are discussed below, including: developmental course reforms, expanding access to Multicultural Student Services, and professional development of faculty and staff around culturally responsive teaching.

The process for earning required English and math credits at FCC has changed significantly from FY 2015 to FY 2018. Developmental course reforms enable students to advance to credit courses more quickly and spend less time completing developmental coursework. Streamlining the pathways for students to promote success and completion has been a major focus of the College

over the past two years. The Developmental English program underwent a major redesign blending two levels of independent reading and writing courses into a single course, which has minimized the time to prepare students for college-level classes. Students testing into this blended course reduce their course load and costs by four credits from a total of six credits across two courses, to two credits from one blended course. The blended course was designed to close the achievement gap for minority and first-generation students, further enabling them to graduate and/or transfer at a higher rate. Similarly, a single, blended developmental math course was created by combining an intermediate algebra and a college-level credit math course. The course is designed to shorten the time it takes students to complete their degree and finish their college-level math requirement.

FCC established the Office of Multicultural Student Services (MSS) in 1998 to provide comprehensive support to address the specific needs of underrepresented students of color. MSS interventions consist of academic planning through curriculum pathways, counseling, mentoring, leadership development, and dynamic cross-cultural experiences to ensure the successful transition to college and completion of a college degree or certificate. Using an intrusive advising model, and strategic partnerships with faculty, MSS offers additional assistance to students who may be experiencing academic challenges, having difficulty adjusting to the college environment, or just need a little extra support.

On average, students of color who are engaged in MSS have higher persistence and graduation rates than those who are not. MSS has increased its outreach efforts programmatically in partnership with other units at the College, including the Office of Diversity Equity and Inclusion (ODEI), Center for Student Engagement, and in the classrooms. MSS effectively addresses access and retention for first year students of color through the Partnership for Achieving Student Success (PASS) program and successfully created a partnership with the FCC Foundation to offer a scholarship to PASS participants to increase their retention from year one to two. The College is exploring new ways to address persistence and goal completion through the PASS program.

Multiple units across the College have been also addressing these achievement gaps. For example, the Center for Teaching and Learning offers Culturally Responsive Teaching grants to faculty who want to strengthen their practice. During FY 2018, ODEI offered professional development opportunities including trainings and conferences to strengthen the cultural responsiveness of our classrooms, faculty, and staff. In the summer of 2018, the College offered the first summer institute for faculty to conduct course transformations focused on culturally responsive curriculum and teaching. During FY 2018, the College developed an Academic Master Plan in which diversity, equity, inclusion, as well as academic access, retention, and success were centered. Two of the four main goals involved using resources to strengthen the capacities of faculty to be culturally responsive as well as expanding services and resources to support the “success, persistence, and completion of current and emerging student populations” (FCC Academic Master Plan, 2018). During the FY 2019 year, ODEI and the President’s Diversity Advisory Council are developing a Diversity Strategic Plan and addressing the gap in achievement will be part of the strategic interventions.

## **COMMUNITY OUTREACH AND IMPACT**

In support of community partnerships and college readiness, FCC maintains a thriving Dual Enrollment program involving close collaboration with Frederick County Public schools (FCPS). Dual Enrollment offers current high school students the opportunity to access College credit-

bearing courses through Open Campus, where high school students complete a College course on the FCC campus or through the online program; or High School Based, where partnering high schools provide students the opportunity to enroll in College courses that are taught at their local high school. Of particular note, through dual enrollment, the College has established a close collaborative partnership with the staff and administration of Frederick High School and its LYNX (Linking Youth to New Experiences) program to provide students with three career pathway options (one credit bearing, two continuing education) that lead to industry credentials.

Another major community partnership the College supports has recently been enhanced by the co-location of Frederick County Workforce Services (FCWS) with the FCC Monroe Center. The co-location of FCWS gives community members and partner agencies a range of education, employment, and training-related services in one location. The co-location serves to increase collaboration and maximize opportunities for students under the Workforce Innovation and Opportunity Act (WIOA). Over the past year, the College, through its Adult Basic Education program (Title II), and FCWS have collaborated along with other required partners for more efficient referral processes, as well as those that allow for the co-enrollment of Adult Education students in Title I services.

In addition to the WIOA partner alignment, the Workforce Development team located at the Monroe Center continues to work with employment specialists and business engagement partners of FCWS to develop cohort training programs that align with the local plan. This past year, FCC/FCWS collaborations included training in Patient Care Tech, Administrative Assistant, and Information Technology programs. These short-term training opportunities allow FCWS customers to access high quality programming linked to needed workplace skills and competencies.

Other outreach efforts include:

- On September 16, 2017, fifteen FCC students teamed with five students from Hood College to participate in the Waterway Cleanup Service Project. The goal of the project was cleaning the section of Rock Creek that runs through Willowdale Park in Frederick. Together, the group pulled more than 1,000 pounds of debris from in and around the creek. This is the fourth year in a row that leaders with the FCC Honors Student Association (HSA) have co-sponsored this service project. In addition to helping our community, this service project also lets students know about the honors pathway from FCC to our four-year partner colleges, including Hood.
- The Maryland Emergency Management Registered Apprenticeship Program (MEMRAP) proposed by the Mid-Atlantic Center for Emergency Management (MACEM) at FCC was approved by the Maryland Apprenticeship Training Commission (MATC). MACEM developed the Registered Apprenticeship program in partnership with the Maryland Department of Labor, Licensing and Regulation (DLLR) Apprenticeship and Training Program, which announced the approval in October of 2017.
- FCC and Frederick County Government held a ribbon cutting and dedication ceremony on October 18, 2017 to celebrate the new colocation of Frederick County Workforce Services (FCWS) and FCC Continuing Education and Workforce Development (CEWD) at the recently renovated Monroe Center. A portion of the Monroe Center, which has housed CEWD programs since 2009, will now also be home to FCWS, allowing community members and

partner agencies to access a range of education, employment, and training-related services in one location.

- In December of 2017, the FCC Foundation received a \$60,000 general grant with a matching component to benefit the Student Success Funds program and Building Trades Scholarships from the Ausherman Family Foundation. This gift will help FCC students who are facing financial emergencies and are in danger of dropping out of school, and offer an incentive to students in the building trades program.
- In February of 2018, FCC partnered with Woman to Woman Mentoring, Inc., Hood College, and the Frederick National Laboratory for Cancer Research to build a program to attract and retain girls and women to science, technology, engineering, and mathematics (STEM) professions. The Million Women Mentors (MWM) movement is a national movement and these organizations are working together to bring it to the Frederick region. A pilot program recently began for undergraduate students between the ages of 18 to 24. It is running this year from February through October 2018.
- On March 3, 2018, FCC and the American Association of University Women (AAUW) Frederick co-sponsored an afternoon tea fundraiser in support of the Project Forward Step program. This marked the 7th year for the fundraiser, which offers afternoon tea served in vintage china teacups, along with light refreshments. The program featured speakers on the theme “Women Leaders: Challenges and Journeys,” and included Dr. Jennifer Brannan, a virologist at USAMRIID, Fort Detrick; Sonya Brown-Jenkins, with the National Association of Negro Business and Professional Women's Club of Frederick; and Elizabeth Cromwell, the former President and CEO of the Frederick County Chamber of Commerce.
- FCC welcomed internationally-renowned chef, author, and humanitarian José Andrés to the main campus for a Frederick Reads speaker event on March 20, 2018. Recognized as one of Time Magazine’s “100 Most Influential People,” Andrés is the chef/owner of ThinkFoodGroup, the team responsible for renowned dining concepts in Washington, DC; Las Vegas; Los Angeles; Miami; and Puerto Rico. After the speaker event, Andrés met with Hospitality Culinary and Tourism Institute students to talk more in depth about his life and experiences. The event allowed students to get to know Andrés on a more personal level.
- On May 1, 2018, members of the FCC Foundation Board of Directors and the FCC Foundation Scholarship Program Manager presented the first FCC Merit Scholarships and Post-Dual Enrollment Scholarships to students at every Frederick County public high school. The two-year FCC Merit Scholarships are given to one graduating senior from each high school and are valued at up to \$8,800. The one-year Post-Dual Enrollment Scholarships are given to one graduating senior from each high school and the Career and Technology Center (CTC) and are valued at up to \$4,400.
- FCC celebrated four outstanding business and community partners during the 2018 President’s Business Appreciation Awards breakfast on May 7, 2018. These annual awards recognize business and non-profit partners for their commitment, contributions, and support of the College mission and its students. The following awards were presented at the breakfast:
  - **Business Partner of the Year: Glade Valley Center**-The Glade Valley Center has been a longtime supporter of the FCC Certified Nursing Assistant/Geriatric Nursing Assistant (CNA/GNA) Program.
  - **Non-Profit Partner of the Year: The YMCA of Frederick County**  
In addition to serving the Frederick community with its many services and programs, the YMCA of Frederick County has shown its commitment to employee development

by partnering with FCC for more than 10 years to provide on-site childcare licensing courses to its staff.

- **Business Donor of the Year: Ryan Yu, Daly Computers**  
Ryan Yu was recognized for his contribution to the FCC Foundation Student Success Funds. Yu is the President of Daly Computers, which has offered IT services to education and government clients for more than 30 years. The Student Success Funds were initiated in 2015 by President Elizabeth Burmaster to help support FCC students facing a financial crisis and in danger of dropping out. These funds can help cover the costs of tuition, books, car repairs, public transit fees, childcare, and other expenses.
- **Business Leader of the Year: Dr. Mina Izadjoo**  
Dr. Mina Izadjoo, President and Chief Science Officer of Integrated Pharma Services (IPS), has supported the FCC Bioprocessing Technology Program and its students in many ways. She has volunteered her time and resources to provide internship opportunities to students in a field where real-world experience is critical.
- FCC and FCPS partnered for the 11th Annual Future Link event on May 30, 2018. During the event, more than 1,000 seventh-grade students from across the county came to FCC to learn from professionals in various STEM fields including information technology, biotechnology, manufacturing, engineering, nursing, and more. Students attended breakout sessions taught by FCC professors, other local educators, and professionals from many state and national organizations and businesses. Future Link is made possible through a collaboration between FCC, Frederick County Public Schools, Frederick County Workforce Services, the Frederick Chamber of Commerce, and the Frederick County Health Department.
- On June 14, 2018, FCC and Mount St. Mary's University (MSMU) announced a new agreement to provide FCC graduates a tuition reduction for programs at the MSMU Frederick Campus. Under the new agreement, FCC graduates will receive 20 percent off their tuition at the MSMU Frederick Campus for the following undergraduate programs offered through Graduate, Continuing, and Professional Studies: business administration, criminal justice, accounting, and human services.

## **ACCOUNTABILITY INDICATORS**

See attached FCC 2018 Accountability Indicators Table.



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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	65.8%	66.8%	68.1%	67.4%
B. Credit students with developmental education needs	57.5%	53.1%	52.5%	49.2%
	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>
C. Credit students who are first-generation college students (neither parent attended college)	27.8%	27.3%	26.4%	26.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,129	2,096	2,642	2,864
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	19.5%	21.1%	18.4%	16.2%
b. Credit students receiving loans, scholarships and/or need-based financial aid	33.9%	34.2%	32.1%	29.5%
F. Students 25 years old or older	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
a. Credit students	33.2%	30.4%	28.9%	28.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	83.3%	82.2%	79.3%	79.1%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	54.6%	65.4%	55.5%	67.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	9.7%	10.7%	10.9%	11.7%
b. Black/African-American only	12.9%	12.7%	12.4%	12.7%
c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.0%	0.1%	0.1%
e. Asian only	4.7%	4.7%	4.5%	4.8%
f. White only	68.2%	67.0%	66.5%	64.4%
g. Multiple races	3.1%	3.7%	4.5%	4.8%
h. Foreign/Non-resident alien	0.6%	0.6%	0.6%	1.1%
i. Unknown/Unreported	0.5%	0.4%	0.2%	0.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,951	\$21,798	\$17,703	\$16,653
b. Median income three years after graduation	\$42,931	\$44,824	\$42,120	\$43,624

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	14,839	15,256	15,034	15,610	15,635
b. Credit students	8,535	8,497	8,775	8,994	9,126
c. Continuing education students	6,692	7,137	6,576	6,948	6,980
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	49.9%	54.3%	54.4%	50.0%	53.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	75.1%	75.6%	75.5%	74.7%	76.0%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	64.2%	54.9%	59.4%	59.7%	61.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
5. High school student enrollment	495	844	1,026	990	870
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
6. Enrollments in online courses					
a. Credit	5,868	6,308	7,803	8,338	9,032
b. Continuing education	396	1,121	897	1,407	750
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
7. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	46.3%	47.1%	47.0%	47.4%	48.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>

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8	Enrollment in continuing education community service and lifelong learning courses	2,599	2,877	2,542	2,951	2861
	a. Unduplicated annual headcount	5,506	5,743	5,340	5,886	6,010
	b. Annual course enrollments					
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,458	1,468	1,680	1,665	1,891
	b. Annual course enrollments	2,943	3,065	3,610	3,596	4,063
10	Minority student enrollment compared to service area population					<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	31.8%	33.0%	33.6%	35.6%	36.0%
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	b. Percent nonwhite continuing education enrollment	32.2%	38.9%	37.2%	36.9%	36.0%
		<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
	c. Percent nonwhite service area population, 18 or older	21.2%	21.9%	22.6%	23.5%	Not Applicable
		<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
11	Percent minorities (nonwhite) of full-time faculty	18.0%	19.0%	18.2%	18.6%	21.0%
		<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
12	Percent minorities (nonwhite) of full-time administrative and professional staff	17.0%	19.3%	19.0%	21.0%	21.0%

**Goal 2: Success**

						<b>Benchmark Fall 2019 Cohort</b>
		<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	
13	Fall-to-fall retention					
	a. Developmental students	63.6%	63.5%	65.6%	62.7%	64.0%
	b. College-ready students	56.5%	57.1%	58.9%	59.5%	60.0%
		<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
14	Fall-to-fall retention					
	a. Pell grant recipients	61.2%	55.0%	64.6%	61.8%	59.0%
	b. Non-recipients	60.2%	60.6%	59.2%	59.6%	Not Applicable

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	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	61.6%	62.0%	64.9%	66.0%	63.0%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.8%	90.8%	87.8%	88.6%	87.0%
b. Developmental completers	77.7%	79.8%	82.2%	81.3%	84.0%
c. Developmental non-completers	45.5%	45.7%	34.3%	32.2%	Not Applicable
d. All students in cohort	79.2%	80.7%	79.8%	80.1%	81.0%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	78.1%	73.0%	71.2%	68.9%	71.0%
b. Asian only	-	-	89.8%	74.1%	81.0%
c. Hispanic/Latino	90.5%	63.8%	83.5%	67.0%	76.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	80.2%	82.9%	78.6%	83.3%	80.0%
b. Developmental completers	57.9%	59.5%	62.0%	60.1%	60.0%
c. Developmental non-completers	33.0%	40.0%	32.2%	26.7%	Not Applicable
d. All students in cohort	65.3%	66.8%	65.9%	66.7%	66.0%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	59.0%	55.5%	55.3%	55.7%	55.0%
b. Asian only	-	-	74.6%	70.7%	66.0%
c. Hispanic/Latino	71.4%	47.8%	61.5%	48.5%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	180	190	203	193	355
b. Transfer degrees	667	707	778	684	736
c. Certificates	176	183	187	265	211
d. Total awards	1,023	1,080	1,168	1,142	1,302
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
21 STEM programs	1,841	1,700	1,631	1,730	1,811
a. Credit enrollment					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
b. Credit awards	350	386	401	563	357
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	97.0%	96.8%	96.5%	97.0%	96.0%
	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	73.0%	68.4%	75.0%	74.4%	73.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	97.0%	96.8%	85.0%	90.0%	90.0%
Note: Response categories changed starting in 2016.					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing	79.5%	88.9%	91.2%	85.1%	86.0%
Number of Candidates	83	72	81	67	
b. Respiratory Care	66.7%	77.8%	70.0%	64.3%	80.0%
Number of Candidates	15	18	22	14	
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	90.4%	86.9%	84.0%
b. Mean GPA after first year	Not Available	Not Available	2.97	2.94	2.88

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Methodology to calculate this indicator changed starting in AY 15-16

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
27 Expenditures by function					
a. Instruction	49.0%	49.3%	49.1%	49.3%	<b>49.0%</b>
b. Academic support	4.4%	3.7%	3.2%	2.4%	<b>4.5%</b>
c. Student services	12.9%	14.3%	14.6%	15.2%	<b>13.5%</b>
d. Other	33.8%	32.7%	33.1%	33.1%	<b>33.0%</b>

**Goal 3: Innovation**

	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
28 Full-time employed career program graduates working in a related field	96.0%	90.3%	90.5%	80.0%	<b>89.0%</b>

	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	89.0%	96.3%	90.5%	62.5%	<b>90.0%</b>

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,791	3,010	2,517	2,854	<b>2,671</b>
b. Annual course enrollments	3,808	4,355	3,800	5,014	<b>4,033</b>

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	976	929	814	1,019	<b>864</b>
b. Annual course enrollments	1,281	1,289	1,150	1,240	<b>1,221</b>

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
32 Number of business organizations provided training and services under contract	35	31	25	26	<b>70</b>

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,396	1,248	1,001	1,673	<b>1,032</b>
b. Annual course enrollments	2,673	1,853	2,312	3,438	<b>1,979</b>

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	88.0%	92.9%	100.0%	100.0%	<b>95.0%</b>

# GARRETT COLLEGE

## MISSION

Garrett College recently completed a review of its mission and goals as part of the process of preparing for its upcoming Self-Study. As a result of this process, changes to the College's mission statement were recommended in the form of some added wording. Following is the newly revised mission statement, with the added wording shown in italics. (This mission statement was approved by the Garrett College Board of Trustees at its April 2018 meeting.)

Garrett College provides an accessible, quality, *and comprehensive educational experience* in a supportive environment to a diverse student population *in both traditional and non-traditional settings*. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world. *The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.*

The addition of "*comprehensive educational experience*" and "*in traditional and non-traditional settings*" in the first sentence better describes the scope of the College's mission and emphasizes its flexibility. The addition of a new concluding sentence, "*The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.*" reinforces and better describes Garrett College's commitment to the success and well-being of its students.

## INSTITUTIONAL ASSESSMENT

Garrett College is a small, rural, two-year community college located in western Maryland. The College had an unduplicated credit headcount of 835 in FY2018. Its principal service area is Garrett County, Maryland (population approximately 30,000), but it also serves several surrounding counties in West Virginia and Pennsylvania. The region as a whole is sparsely populated and economically disadvantaged. Tourism and recreation, agriculture, and forest products are the principal industries. Efforts to diversify the local economy and attract new industries have been only marginally successful, particularly with respect to attracting larger employers. Most of the job growth has been in relatively low-paying service occupations.

Historically, tuition revenue has accounted for about one-third of the College's total revenue, with the balance coming from county and state funding. However, with tuition revenue declining due to declining enrollment, the College has had to become more reliant on county and state funding, where there have been modest increases. To increase enrollment, the College is

concentrating on attracting more students from outside Garrett County through more aggressive marketing strategies and by establishing new programs which have the potential to attract more out-of-county and out-of-state students. For example, the College has recently added three new degree programs, Computer Science, Sport Management, and its newest program, Addictions Counseling. A newly approved “border tuition rate” that permits the College to reduce the tuition charged to students coming from bordering counties in West Virginia and Pennsylvania may further assist the College in its efforts to attract more out-of-state students.

The College also has been working to attract more non-traditional students, mainly through expansion of the non-credit workforce development and job training programs it offers. In recent years, the College’s non-credit enrollment has experienced moderate growth due to expanded programming and extension of the GCSP to include graduating high school students who wish to pursue postsecondary job training instead of a college degree. As a result, increased revenue from non-credit tuition and fees has generally helped to at least partially offset the loss of tuition revenue resulting from declining credit enrollment. For FY2018, the College’s Continuing Education and Workforce Development division reported a total unduplicated headcount of 4,803, a 9.5% increase over FY2017.

### **Student Characteristics**

Garrett College currently offers a total of fourteen transfer and career degree programs and four certificate programs. A total of 521 students were enrolled in these programs in fall 2017 (except for Computer Science, Sport Management, and Addictions Counseling, which are new programs for fall 2018). Fall 2017’s total credit enrollment of 659 also included 18 students who were undeclared and 120 dual-enrolled high school students.

The majority of Garrett College’s credit students (70 percent in fall 2017) attend full-time. About 45 percent are first-generation college students. The student body is predominantly white, but the College enrolls a minority population (26 percent in fall 2017) that is proportionally much larger than that of its service area, which is less than 3 percent. The number of incoming students with developmental education needs continues to be high, with 77 percent of the incoming students testing into at least one developmental course in fall 2017. The College currently employs 22 full-time faculty members as well as a number of adjunct instructors. For the spring 2018 semester, 60 percent of the course offerings were taught by full-time faculty.

### **Institution’s Contributions Toward the Goals and Strategies Outlined in the 2017-2021 State Plan for Postsecondary Education, “Increasing Student Success with Less Debt”**

Garrett College has six institutional goals relating to its performance in the following keys areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical

Resources. The institutional goals align with the Maryland Higher Education Commission's institutional performance accountability framework and the performance measures associated with them are assessed annually. As such, they are relatively fixed and should not be confused with the College's strategic initiatives and goals, although the two are clearly related. Strategic Initiative I and the strategic goals and objectives associated with it as outlined in the College's FY2017-FY2020 Strategic Plan align with the 2017-2021 State Plan for Postsecondary Education:

*Initiative I: Provide Appropriate Programs and Services to Enable Student Success and Completion.*

Goal 1.1: To provide credit and noncredit programs and other learning opportunities which align with local and regional labor market needs and provide a sustainable competitive advantage.

Goal 1.2: To identify obstacles to student success and establish a network of support services that will help students to overcome them.

Objective 1.2.1: Increase the number of students who are college and career ready through partnerships with Garrett County Public Schools (GCPS), Adult Basic Education (ABE), and special programs (e.g. SNAP E & T and 2G) focusing on career awareness, assessment, and remediation.

Objective 1.2.2: Develop a process to engage students as early as possible to create connections to the campus and to faculty, staff and other students.

Goal 1.3: To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students (i.e., part-time, traditional age, non-traditional age, economically disadvantaged, minority, and workforce).

Objective 1.3.1: Develop and/or strengthen opportunities for students to participate in service-learning, civic engagement, and volunteer activities.

Objective 1.3.2: Develop and implement a plan for increasing the level of cultural competency among students, faculty, and staff.

Objective 1.3.3: Investigate the feasibility of increasing the number of intercollegiate athletic programs being offered (e.g., soccer, cross-country), and of expanding the number of co-curricular and extra-curricular programs available to students.

Objective 1.3.4: Develop a plan for a student center for inclusion in the next revision of the Facilities Master Plan.

Goal 1.4: With regard to processes, policies and procedures, to identify and implement best practices for connecting credit and noncredit instructional programs and support service so as to avoid barriers.

Objective 1.4.1: Identify best practices for interconnecting credit and noncredit instructional programs and support services.

Objective 1.4.2: Strengthen connections between noncredit and credit learning opportunities by creating and implementing a framework of policies and procedures that ensure a seamless transition between noncredit and credit programs.

**ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

Garrett College's first line of the Mission Statement, 'Garrett College provides an **accessible, quality, and comprehensive educational experience** in a supportive environment to a diverse student population *in both traditional and non-traditional settings*' demonstrates the College's commitment in ensuring equitable access to affordable and quality postsecondary education for all Maryland residents.

The College's Financial Aid Department makes every effort to assist every student in helping them to attain an affordable education by:

- Conducting annual Financial Literacy Fairs with the assistance and partnership of local financial institutions.
- Celebrating April as Financial Literacy Month to raise awareness by having surveys, quizzes, and games for the students to participate for prizes.
- Conducting and presenting Financial Literacy and financial wellbeing in each of the First Year Experience classes (including determining needs vs. wants, saving money, living like a student, etc.).
- Hosting 'College Nights' in conjunction with local high schools and a FAFSA completion event at the college to assist all students with completing the FAFSA.
- Posting posters and having run campaigns via electronic signs and emails concerning the 15 Track to Finish regulation.
- 

Financial Aid also employs a Financial Aid / Veteran Affairs Counselor who coordinates a VA Counselor and VA Benefits Specialist to visit Garrett College once a month (or as needed) to meet with Veterans.

The Coordinator of Admissions has been working with Garrett County Public Schools to discuss the implementation a 'middle college' program. Complemented by the Garrett County



Scholarship, this program will provide students access to an affordable degree option and help to improve college readiness among our high school students.

For FY2017, Garrett's total unduplicated headcount (Indicator 1a) was 4% lower than the headcount reported for FY2016 and missed the FY2020 benchmark by 1%. For FY2017, annual unduplicated headcount of credit enrollment students was 908 (Indicator 1b), a 0.8% increase from FY2016 which meets the FY2020 benchmark. The College's market-share of first-time, full-time freshmen (Indicator 2) decreased by 0.9% to 75.2%, which falls well below the fall 2020 benchmark of 85.0%. For fall 2017, the College's market-share of part-time undergraduates (Indicator 3) was 58.6.0% (a 13.4% decrease from fall 2016). The college historically does not have a high percentage of part time students, as illustrated by the fact that the 58.6% rate in 2017 was in line with the 2014 and 2015 rates. The 75.7% market-share of recent, college-bound high school graduates (Indicator 4) for fall 2017 misses the fall 2020 benchmark by 7.4%. These data are reflective of the overall trend of declining enrollment that the College has been experiencing over the last several years, and it is clear from the data that the benchmarks for Indicators 2-4 were set too high.

Garrett College's Division of Continuing Education and Workforce Development (CEWD) is continually developing new programs and has been marketing to new and existing contract training customers in an effort to increase enrollment. However, for FY2017, its unduplicated headcount (Indicator 1c) of 4386 was below the 4701 reported for FY2016, and well short of the FY2020 benchmark of 4800. (Although it should be noted that for FY2018, annual unduplicated headcount was 4803, which meets the FY2020 benchmark.) For FY2017, unduplicated annual headcount in noncredit community service and lifelong learning courses (Indicator 8a) increased by 11.9% from FY2016, while annual course enrollments (Indicator 8b) decreased by 3%. Unduplicated annual headcount for continuing education basic skills and literacy courses (Indicator 9a) for FY2017 was 18% lower than FY2016, while annual course enrollments (Indicator 9b) decreased to 208 (a 13% decrease) which falls short of the FY2020 benchmark of 250. During FY2017, CEWD was forced to shift much of its attention from enrollment growth to conversion to a new ERP and this may partially explain the generally lower numbers. experienced several staff changes in FY2017. Should we provide, for narrative purposes even though it is not part of this report, the FY18 data that supports CEWD enrollment increasing?

For fall 2017, high school student enrollment (Indicator 5) increased by 10% to 121 students, well above the 80 student benchmark. While high school students are able to take advantage of the Garrett County Scholarship, which covers tuition, up until recently, relatively few dual-enrolled students have chosen to continue their education at Garrett College. The increase can be attributed to more classes being offered to high school students.

Limitations in state and local funding and rising costs forced the College to initiate a modest tuition increase for all students for FY2017. Nevertheless, Garrett College's tuition and fees as a

percent of tuition and fees at Maryland public four-year institutions (Indicator 7) has changed very little over the four-year window, averaging about 45%, well under the FY2021 benchmark of 50%.

**SUCCESS: Promote and implement practices and policies that will ensure student success.**

Garrett College has been taking many steps to address retention concerns. The fall 2016 fall-to-fall retention for college-ready students (Indicator 13b) of 76.8%, exceeded the benchmark by almost 15% and increased by almost 2% from the fall 2015 cohort. However, the retention rate of 46.3% for developmental students (Indicator 13a) decreased 10.8% from the fall 2015 cohort, and missed the benchmark by 10.7%. The learning outcomes assessment process is currently being used to evaluate the College's developmental education program. The College recently hired an Associate Dean of Academic Affairs who has been assigned to review the developmental program, including the instruction methods and instructor delivery methods. Data have been generated in support of considering a co-requisite math and English and using supplemental class hours as the remedial portion. Garrett College is also participating in the First in The World Maryland Mathematics Reform Initiative. Developmental statistics is being offered for non-STEM students who will not need college algebra.

Of the students in the entering fall 2013 cohort with at least one area of developmental need (Indicator 15), 67.1% completed all recommended developmental course work after four years, which exceeded the fall 2016 cohort benchmark of 65%. Although this is positive, the College needs to work at retaining these students since many students run out of money/aid to continue college after they completed all of their developmental work. The successful-persister rate after four years for developmental completers (Indicator 16b) is only 66.4%, 16.6% below the benchmark of 83.0% and 12.2% lower than fall 2012 cohort. For the fall 2013 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students decreased slightly by 0.6% and missed the benchmark by 8.4%. The successful-persister rate for developmental non-completers (Indicator 16c) decreased to 27.3%, which will be targeted in the developmental program analysis and by a predictor model where a mentoring program is being implemented to help these students. For all students, the successful-persister rate (Indicator 16d) was 62.6%, Because these percentages fall short of the fall 2016 cohort benchmarks and student success is key to the College's Mission and its Strategic Plan, many resources are being employed to identify the obstacles to success and put a plan into place to increase student success. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2013 cohort was 82.9%, a 5.6% decrease from the fall 2012 cohort, but it exceeds the fall 2016 benchmark of 80%. The graduation/transfer rate for developmental completers (Indicator 18b) increased by 9.1% over the fall 2012 cohort, exceeding the benchmark by 2.6%. However, the "all students" cohort (Indicator 18d) failed to meet their respective benchmarks, but are in line with the average rates for the four-year period. The graduation/transfer rate for developmental non-completers (Indicator 18c) is well below the four-year average. (This indicator is not benchmarked.)

In spring 2018, Garrett College began using the HEIghten learning outcomes assessment suite to replace the Collegiate Assessment of Academic Proficiency (CAAP) as our primary tool for assessing general education student learning outcomes. The spring assessment workshop compared performance targets/benchmarks with last year's results, which were not necessarily apples to apples since the results were from CAAP testing; anecdotal observations; and identification of student strengths and weaknesses. The HEIghten results in conjunction with course- and program-specific measurable outcomes assisted with the development of strategies for improving student performance on learning outcomes identified as weaknesses and identified any additional resources required.

Based on past data comparing the performance of community college transfer students, Garrett College graduates have frequently performed as well or better than graduates from the other Maryland community colleges. After one year at the receiving institution, transfers from Garrett have historically held very high cumulative averages (Indicator 26b). For AY15-16, Garrett graduates had a mean GPA of 2.80 after their first year at the receiving institution, with 84.6% having a cumulative GPA of 2.0 or above (Indicator 26a).

For FY2017, the College awarded a total of 111 associate degrees: 38 career (A.A.S.) degrees and 73 transfer (A.A., A.A.T., A.S.) degrees (Indicators 20a and 20b), similar numbers to the awards for FY2015 and FY2014, but 25% lower than for FY2016. The College offers relatively few certificate programs and typically awards very few certificates (Indicator 20c) (1 for FY2017). The FY2020 benchmark for certificates has been lowered from 15 to 10 accordingly. In fact, several certificate programs are in the process of being discontinued due to low enrollment.

The opening of Garrett College's new STEM building in fall 2018 should help to strengthen the College's ability to foster innovation and provide opportunities for student success in STEM-related programs and courses. While current credit enrollment in STEM programs is down by 16%, the number of credit awards has remained consistent. The disparity between STEM enrollment (Indicator 21a) and the number of STEM degrees awarded (Indicator 21b) is due to the fact that while the College's Allied Health pre-transfer program with Allegany College, which has relatively high enrollment, is counted as a STEM program, its students do not receive an award from Garrett College since they transfer prior to graduation.

For FY2017, the College's percentage of expenditures on instruction (Indicator 27a) of 33.8% and academic support (Indicator 27b) of 8.4% were consistent with previous years. The College's percentage of expenditures for instruction has consistently hovered around 35%; this percentage is much lower than what would typically be expected for a community college and is attributable largely to Garrett's small size. Expenditures for student services (Indicator 27c) accounted for 16.7% of the College's budget, meeting the FY2020 benchmark.

Garrett College's Director of Advising is working diligently to ensure Garrett's ARTSYS presence is accurate. The College is currently exploring a pathways adaptation membership on

the statewide exploratory group. The Advising and Academic Success Center (AASC) in conjunction with the Learning Commons work to ensure student success. The Garrett College Library & Learning Commons is a welcoming, flexible research and learning environment that provides convenient access to academic support services, study spaces, and technology in order to promote collaboration and inspire academic excellence. Some of the resources offered students include:

- Information on expectations for academic success
- Assistance in creating a realistic educational plan consistent with the student's goals
- Aid understanding the curriculum, graduation requirements and college policies
- Appropriate referrals to campus resources
- Discussions regarding transfer and career options
- Tutoring in the Learning Commons and the Residence Halls

In preparation for its Self-Study and the Middle States Commission on Higher Education evaluation team's site visit in spring 2020, the College has taken a proactive approach of conducting a thorough review of its policies and procedures to ensure that they support student success and serve the respective needs of both traditional and non-traditional students.

**Foster INNOVATION in all aspects of Maryland higher education to improve access and student success.**

Continuing Education and Workforce Development (CEWD) has implemented several initiatives in support of Strategy 8: "Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness;" and Objective 1.1.3 of the College's 2017-2020 Strategic Plan: "Engage business and industry representatives along with faculty to ensure relevancy by involving employers in curriculum design and evaluation, schedule development, and experiential learning opportunities."

Garrett College offers training in almost any subject area that may be needed by local businesses, governmental or nonprofit agencies, or community groups. CEWD offers a number of programs and services designed to meet the needs of small business, as well as providing entrepreneurship training to people seeking to own and manage their own business. Garrett College's Career Technology Training Center (CTTC) offers a variety of non-credit training courses and programs designed to help students develop employability skills needed for the current job market. The CTTC also works with businesses to develop training for their specific business needs. Nearly 100% of the adjunct faculty teaching workforce development programs are employed in local industries, providing students with access to internships, externships, job shadowing opportunities and, in some cases, job placement.

CEWD employs two staff members who are responsible for developing new partnerships with businesses to determine industry training needs, which are delivered via open enrollment

training, or company-specific training delivered by contract. Students enrolled in these courses and programs may be served pre-hire, as a job seeker, or post-hire as an incumbent worker. Many courses have been offered through CEWD for employees to obtain various certifications and licensures that will assist them in their current job or afford them opportunities for other employment. Some of these trainings include CDL, fork lift certification, and various computer certification preparedness trainings, such as A+, Net+, and Security+. Enrollment in continuing education workforce development courses for FY2017 decreased by 11% for unduplicated headcount, which is consistent with the decrease in enrollment for the credit students that occurred nationwide. Over the four-year window, the number of organizations receiving contract training (Indicator 32) has remained relatively consistent, with 98% indicating they were satisfied with the training provided. Garrett County recently hired a new Director of Economic Development after a year-long vacancy. The College looks forward to supporting the new director and will assist with development of a new strategic plan for attracting new businesses to the area.

CEWD partners with a number of local human service agencies to provide Adult Basic Education for those lacking a high school diploma and workforce training (leading to licensure or certification) for those with a goal of seeking employment. This partnership, which includes Community Action, the Department of Social Services, the Western Maryland Consortium (WIOA) and the Garrett County Health Department, has allowed individuals to successfully obtain a credential by providing support services designed to reduce barriers to completion. The partners meet monthly to discuss client needs and collectively make decisions on which agency best can serve those needs.

CEWD also coordinates the annual “Power of Possibilities” business plan competition and spring entrepreneurship conference, highlighting Entrepreneurship in Western Maryland. This conference is ideal for small business owners, entrepreneurs, and community leaders.

### **Response to Commission Questions from the College’s 2017 Report**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The gap in successful-persister rates has diminished over time (from 8.9 percentage points for the Fall 2009 cohort to 4.8 percentage points for the Fall 2012 cohort). In addition, the College has eliminated the achievement gap in graduation-transfer between these student populations.

To what does the College attribute these patterns? Does the College anticipate the gap in the successful persister rate will continue to lessen and the similar graduation-transfer rates between student groups to sustain over time? Please explain.

**Response:** Garrett College data for the fall 2013 cohort have shown that the African-American/Black students' successful-persister rate is actually higher than the successful-persister rate for all students by 5%. However, these data are not necessarily a true reflection of success or persistence for the reason that the transfer rate among the College's African-American/Black students is considerably higher than that of its overall student population. As a result, this has tended to inflate both the successful persister rate and the graduation-transfer rates, while the graduation rate for African-American/Black students has actually decreased. There are two reasons for the higher than normal transfer pattern among African-American/Black students. The first is that a significant number are athletes who transfer before graduation in order to maximize their athletic eligibility at the receiving institution. The other reason has to do with the fact that, unlike all but one other Maryland community college, Garrett has residence halls. The availability of this on-campus housing attracts a relatively large number of out-of-county and out-of-state students, many of whom are African American/Black. However, because of financial difficulties or because of behavioral issues that have resulted in suspension or other sanctions, a significant number of these students end up transferring to community colleges closer to home, which is most often in the Baltimore, D.C. metro, or Northern Virginia areas. Unfortunately, while transfers are generally considered a 'success,' data obtained from the National Student Clearinghouse have shown that many of these students end up never completing.

The College is concerned about the high attrition rate among its resident students and has implemented a plan designed to address some of the pain points that both African-American and all students may experience which inhibit their success.

## **COMMUNITY OUTREACH AND IMPACT**

Following is a summary of Garrett College's main contributions to the community, including local employers, schools, businesses, and nonprofit organizations, in fiscal year 2018.

### **Continuing Education & Workforce Development recognizes students at inaugural graduation celebration**

Garrett College Continuing Education & Workforce Development recently recognized nearly 250 individuals who successfully earned a Maryland High School diploma or completed a workforce development career training program. An inaugural graduation celebration was held at the Garrett College Career Technology Training Center in Accident for the graduates, inviting families and friends to attend.

### **Research Symposium**

On May 7, 2018, Garrett College hosted the 3<sup>rd</sup> annual Research Symposium. Dr. Terry Kasecamp, Professor of Psychology at Garrett College and organizer of the event, believes the forum will, "give students, faculty, staff and members of the community the opportunity to examine the connection between research and education." The research symposium featured eleven posters and presentations from students in PSY 250 Research Methods and MAT 210 Introductory Statistics, on a variety of topics. Funding for this year's projects was provided by the Albert "Al" Coviello Professional Development Fund. The general public was welcome and encouraged to attend.

### **GC students quilt for community service with Cherry Glade Mennonite Church**

Garrett College students participated in a joint community service project in coordination with Cherry Glade Mennonite Church held on Martin Luther King Day at the McHenry campus of the College. Student peer leaders, men's basketball players, and women's basketball players assisted with the service project. The quilts that were made were shipped to Mennonite Central Committee (MCC) in Ephrata, Pennsylvania, where they will be processed and sent to countries around the world to aid in situations of crisis, such as natural disasters and war. Last year, MCC sent 51,062 comforters to other countries. According to organizers of the project, "It is a tangible way of sharing love and compassion, reminding people around the world that their needs are not forgotten."

### **GC partners with elementary schools on diversity program**

Garrett College and Garrett County Public Schools partnered on a diversity initiative that brought five international students from five different countries into two local elementary schools for presentations on customs and cultures in different nations. Simun Kovac (Bosnia and Herzegovina), Marin Lisica (Croatia), Liu Repsys (Lithuania), Reilly Rutgers (Canada) and Jose Vitale (Venezuela) presented to kindergarteners through fifth-graders at both Crellin and Yough Glades elementary schools. The program was conceived by School Counselor Tim Watson, who coordinated visits with Melissa Wass, GC's admissions coordinator who oversees international student recruitment. The goal of the program was to celebrate both the differences and similarities of various cultures throughout the world.

### **Economic development in Northern Garrett County**

Economic development in the northern Garrett County area was at the top of the agenda for members of the second class of Leadership Garrett County in February 2018. As part of the program, class members had the opportunity to meet with business leaders and take part in discussions centered on economic development. Leadership Garrett County visited the following businesses in and/or near Grantsville: Closet Maid, Cornucopia Café, Penn Alps, and High Country Creamery. The Casselman Bridge, an historic transportation structure in Grantsville, was also discussed amongst the group.

### **Accountability Indicators**

Garrett College's Board of Trustees-approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2013 cohort are attached in the GC 2018 PAR Template Excel file and Degree Progress file (reference separate tabs for each analyses, including minority analyses).

### **Board of Trustees Approval**

This report was approved by the Garrett College Board of Trustees on September 18, 2018.



**GARRETT COLLEGE  
2018 ACCOUNTABILITY REPORT**

**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
A. Credit students enrolled part time	19.1%	22.9%	30.6%	29.9%
B. Credit students with developmental education needs	81.5%	83.6%	81.9%	77.6%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
C. Credit students who are first-generation college students (neither parent attended college)	47.0%	41.5%	40.1%	45.5%
	FY 2014	FY 2015	FY 2016	FY 2017
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	N/A	N/A
	FY 2014	FY 2015	FY 2016	FY 2017
E. Financial aid recipients				
a. Credit students receiving Pell grants	55.0%	53.2%	47.9%	48.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	82.9%	90.7%	84.3%	90.3%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
F. Students 25 years old or older				
a. Credit students	13.9%	14.2%	11.7%	8.8%
	FY 2014	FY 2015	FY 2016	FY 2017
b. Continuing education students	86.1%	86.5%	84.1%	85.3%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
G. Credit students employed more than 20 hours per week	38.4%	35.3%	34.6%	25.7%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.5%	1.7%	1.5%	1.8%
b. Black/African-American only	23.9%	23.6%	24.9%	20.9%
c. American Indian or Alaskan native only	0.1%	0.3%	0.3%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.0%	0.1%
e. Asian only	0.3%	0.3%	0.0%	0.1%
f. White only	67.8%	69.4%	69.2%	73.4%
g. Multiple races	3.1%	2.9%	2.6%	2.1%
h. Foreign/Non-resident alien	2.2%	1.4%	1.3%	1.3%
i. Unknown/Unreported	0.0%	0.1%	0.1%	0.0%
	FY 2014	FY 2015	FY 2016	FY 2017
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$8,010	\$5,047	\$6,672	\$5,532
b. Median income three years after graduation	\$8,346	\$21,590	\$17,847	\$17,752

**Goal 1: Access**

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	4,903	5,509	5460	5,222	5,300
b. Credit students	907	827	901	908	900
c. Continuing education students	3,996	4,766	4701	4,386	4,800
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	69.9%	88.1%	76.1%	75.2%	85.0%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
3. Market share of part-time undergraduates	58.2%	57.1%	72.0%	58.6%	66.0%
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates	76.6%	72.1%	88.8%	75.7%	83.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		28	64	110	121	80
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	921	1,129	1484	1,197	1,500
	b. Continuing education	51	604	40	27	100
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		45.7%	44.0%	44.7%	45.7%	50.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	829	1,009	781	874	1,200
	b. Annual course enrollments	1,346	1,763	1673	1,617	2,000
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	88	88	161	132	180
	b. Annual course enrollments	122	129	239	208	250
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	30.6%	29.7%	29.7%	25.5%	28.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		0.5%	0.8%	0.6%	2.7%	1.2%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		2.6%	2.6%	2.8%	2.9%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		8.7%	17.4%	10.0%	9.5%	16.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		4.8%	3.3%	4.9%	3.8%	8.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	52.4%	61.7%	57.1%	46.3%	57.0%
	b. College-ready students	73.1%	52.1%	75.0%	76.8%	62.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	52.4%	61.7%	57.1%	52.1%	57.0%
	b. Non-recipients	73.1%	52.1%	75.0%	60.0%	62.0%

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		64.3%	65.5%	52.5%	67.1%	65.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	96.2%	85.7%	89.2%	88.6%	97.0%
	b. Developmental completers	86.9%	73.9%	78.6%	80.8%	83.0%
	c. Developmental non-completers	50.0%	43.8%	45.9%	27.3%	Not Applicable
	d. All students in cohort	80.1%	70.4%	70.0%	73.8%	80.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	75.5%	82.3%	65.2%	67.7%	72.0%
	b. Asian only	*	*	*	*	0.0%
	c. Hispanic/Latino	*	*	*	*	0.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	88.5%	69.0%	86.5%	82.9%	80.0%
	b. Developmental completers	71.6%	65.2%	63.5%	74.0%	70.0%
	c. Developmental non-completers	48.1%	43.8%	45.9%	27.3%	Not Applicable
	d. All students in cohort	68.8%	61.7%	61.6%	68.2%	69.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	75.5%	79.0%	63.8%	62.9%	72.0%
	b. Asian only	*	*	*	*	0.0%
	c. Hispanic/Latino	*	*	*	*	0.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	33	45	49	38	55
	b. Transfer degrees	75	62	100	73	75
	c. Certificates	4	0	1	1	10
	d. Total awards	112	107	150	112	140
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	228	212	228	191	250
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		22	26	32	31	35
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		N/A	80.0%	60.0%	96.2%	75.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		N/A	71.4%	N/A	N/A	80.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	N/A	80.0%	60.0%	81.3%	75.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates a. Exam 1 Number of Candidates	N/A	N/A	N/A	N/A	Not Applicable
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions a. Cumulative GPA after first year of 2.0 or above b. Mean GPA after first year Methodology to calculate this indicator changed starting in AY 15-16	Not Available	Not Available	82.1%	84.6%	0.0%
	Not Available	Not Available	2.81	2.80	0.00
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function a. Instruction b. Academic support c. Student services d. Other	33.9%	34.5%	34.4%	33.8%	37.0%
	8.7%	8.8%	9.6%	8.4%	9.0%
	17.9%	18.2%	18.3%	16.7%	18.0%
	39.5%	38.5%	37.7%	41.1%	36.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	77.8%	100.0%	100.0%	80.0%	85.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	57.1%	100.0%	100.0%	50.0%	85.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses a. Unduplicated annual headcount b. Annual course enrollments	3,415	4,262	4,182	3,734	4,500
	7,419	11,389	11,314	8,801	9,000
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure a. Unduplicated annual headcount b. Annual course enrollments	947	1,056	1,144	698	1,400
	1,159	1,579	1,991	1,021	2,000
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	45	45	42	43	50
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses a. Unduplicated annual headcount b. Annual course enrollments	2,300	2,858	2,339	2,584	3,000
	5,728	9,549	8,081	7,014	7,000
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
34 Employer satisfaction with contract training	96.6%	100.0%	96.0%	100.0%	97.0%

# HAGERSTOWN COMMUNITY COLLEGE

## MISSION

Hagerstown Community College (HCC) offers transfer and career associate degree programs; certificate programs; credit and basic skills courses; student support services; and continuing education, workforce development and lifelong learning opportunities. The College is dedicated to delivering high quality education at a reasonable cost to meet the needs of its service area.

## INSTITUTIONAL ASSESSMENT

### State Plan Goal 1 - Access

HCC's campus is located in a tri-state area where the Washington County borders Pennsylvania and West Virginia. Washington County residents accounted for approximately 69 percent of credit enrollment, while around 7 percent were residents from other Maryland counties. Out-of-state residents accounted for the remaining 24 percent of the FY 17 credit enrollment. In FY 17, the total annual unduplicated total headcount decreased by 5.6 percent from the previous year (Indicator 1). Like most community colleges in Maryland, both credit and continuing education headcounts continued to decline as the enrollment benefits of the 2007 – 2012 economic recession diminish, and had a concomitant impact on other enrollment-related indicators (e.g. 2, 3, 5 and 21). Efforts to attract and retain local high school graduates remain a high priority. Though HCC remains the college of choice for recent, college-bound high school graduates (Indicator 4), it continues to expand its marketing, recruitment, and programming efforts to attain greater penetration into the traditional college age (25 years or younger) population.

Two-thirds (67.0 percent) of HCC credit students received loans, scholarships, and/or need-based financial aid in FY 17. HCC remains the most affordable of postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 17 were 43.4 percent of that for attending Maryland public four-year institutions (Indicator 7). The College remains vigilant about offering affordable education, as evidenced by the fact tuition and fees maintained their cost from FY 16 to FY 17. However, funding cuts may leave the College with few alternatives to raising tuition in the future if quality in instruction, staff and service delivery is not to be jeopardized.

HCC offers adult basic education and GED classes aligned with developmental studies. Despite a much more rigorous GED curriculum in recent years, the College's focus on student achievement continued to yield gains in this arena. FY 17 saw an unduplicated enrollment headcount increase of 2.8 percent, and a 39.4 percent increase in annual course enrollments from FY 16 in basic skills and literacy courses (Indicator 9).

In an effort specifically designed to address the financial barriers for Washington County students who demonstrate academic readiness and a commitment to succeed in college, HCC proudly unveiled its Promise Pathway Program in January 2017. Any student living in Washington County, as early as sixth grade, can apply to be a prospect for this program. The primary criteria for admission into and retention within the program are maintenance of a minimum 2.5 GPA in high school and at HCC, documented family financial need, and a

commitment to complete the FAFSA application. This special initiative, which is supported by the Washington County Board of Education, will cover essential college education costs that are not included in a student's federal financial aid package, special grants and/or scholarships through the HCC Foundation and the College. This program is designed to assist eligible students in earning a college credential at HCC through financial assistance and academic guidance. The now fully implemented program will serve its first beneficiaries in FY 18.

Being a leader in the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census data and 2017 population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse from 2010. Minority groups now comprise about 18.5 percent of the population, but the College's minority credit students accounted for 26.7 percent of all credit enrollments in fall 2017 (Indicator 10). African Americans comprise the largest minority group, both in the county and at HCC, and account for 10.3 percent of the fall 2017 enrollment.

There were 83 African American students in the 2013 cohort as seen in degree progress charts (Appendix B). The successful-persister rate after four years (Indicator 17) for the cohort was 57.8 percent, while the rate for all students in the cohort was 69.7 percent. The graduation-transfer rate for those cohorts was 42.2 percent for African Americans (Indicator 18) and 54.6 percent for all students.

Increasing the number and diversity of student enrollments remains critical to HCC's success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information is available to current and prospective students through the public disclosure site of HCC's Web page, which includes student diversity. The College continues to promote and recruit, on a regional basis, its statewide instructional programs, such as alternative energy technology and biotechnology. The Multicultural Recruiter, who is Hispanic, visits English Language Learner (ELL) classes in all local high schools at least once per semester. He also visits minority-owned businesses every semester, hosts a minority information session at the local public library, and sends an annual mailing to predominately minority churches about ELL, continuing education and credit courses. Additional efforts include, but are not limited to, providing adequate and sustainable need-based financial aid. Each year, the Director of Financial Aid hosts two workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, student loans issues and important deadlines. The results of these efforts are demonstrated by an increase in numbers of minority students receiving financial aid. From FY 13 through FY 17, the percentage of minority students receiving financial aid grew from 65.2 percent to 68.5 percent, maintaining the high percentages from previous years.

Two case management programs provide services to at-risk students to help them persist and complete their studies. The Job Training Student Resources (JTSR) program works with low-income adult students enrolled in short-term training programs. Over 32 percent of JTSR students are members of a minority group. The TRiO: Student Support Services program provides support services to students who are first generation, low income, and/or have disabilities. Nearly 38 percent of those in the TRiO: program are members of a minority group.

Support for student diversity and inclusion is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Autism Spectrum Disorder Support Club and Black Student Union. Other initiatives include co-sponsoring the annual Hispanic Festival, along with a multicultural mentoring program.

The Multicultural Committee, which consists of faculty, staff, and students, promotes student-learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of Dr. Martin Luther King, Jr. on the national holiday. The College also has co-sponsored since 2008 the community's annual Hispanic festival, from which a portion of revenue funds scholarships for Hispanic students attending HCC.

One of the College's greatest challenges, as a small college in Western Maryland, has been the lack of role models for the increasing diverse student population. The region 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 of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. Along with these measures, the HR Department sponsors training on discrimination and harassment and implemented an electronic version of annual recertification training in 2013 for all employees. HCC is slowly benefiting from its recruitment efforts and, in fall 2017, there were four minority full-time faculty members compared to one in fall 2008. Overall, 5.1 percent of all full-time faculty in fall 2017 were minorities (Indicator 11), a percentage that has continued to remain flat over the last four years. However, the percentage of minorities that fell into the administrative and professional staff classification (Indicator 12) continued to improve from 7.5 percent in fall 2016 to 8.4 percent in fall 2017.

Offering online courses enhances accessibility and increases the ability to meet workforce requirements/needs as obstacles of location, class schedules, transportation, and time are alleviated. Expansion of online credit course offerings from FY 14 through FY 17 resulted in an enrollment increase of 6.8 percent, despite a pattern of decreased overall credit enrollment during the same time period (Indicator 6). HCC currently offers 40 degrees and certificates that are at least 75 percent online, 20 of which can be completed 100 percent online. Learning outcomes for online courses are the same for all courses/programs regardless of instructional modality. A quality assurance tool for online instruction used by HCC faculty is Quality Matters; a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components.

### **State Plan Goal 2 - Success**

Along with meeting all standards for full re-accreditation by the Middle States Association on Higher Education in 2015, several programs and service areas are accredited as well. These include Radiography (Joint Review Committee on Education); Nursing and Practical Nursing programs (Maryland Board of Nursing); Dental Hygiene (American Dental Association/Commission on Dental Accreditation); Paramedic Emergency Services (Commission on Accreditation of Allied Health Education Programs); and the Children's Learning Center (National Association for the Education of Young Children). Additionally,

HCC is designated as one of few community colleges nationally by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Information Assurance 2-Year Education (CAE2Y).

The College's integrated institutional effectiveness system of planning, budgeting and evaluation effectiveness is the central process for the College's growth, development, and quality assurance. This "plan, do, assess, and adjust" model is the foundation for strengthening and continuously improving the institution. Built upon key institutional productivity indicators and data measures, the model is integrated in the College's strategic plan, as well as its action plans. Institutional productivity indicators and faculty and non-faculty data measures are reviewed at least annually through the College's planning process and broadly demonstrate how well HCC operates as an organization.

HCC is committed to, and accountable for, the effective use of public funding and complies fully with generally accepted accounting principles. Cost-benefit models and program reviews are a part of the planning, budgeting, and assessment/evaluation model. Calculated using operational funds only, the percent of expenditures (Indicator 27) for instruction for FY 17 was 42.6 percent. When coupled with academic support, 51.8 percent of the College's operating budget was spent for instruction, increasing the percentage from the previous year. In FY 17, audited operating expenditures for instruction and academic support were approximately \$15.05 million. Moreover, the College received over \$2.7 million in new grant funding in FY 17 to support these two functions.

As a top institutional priority, HCC continues to examine and refine support systems to improve student satisfaction and achievement. HCC developed strategies to improve retention through a data-driven review of academic programs with low retention and completion rates, as well as selected student service programs. Program requirements, general education courses, and electives have been studied and aligned more appropriately with programs at transfer institutions. Some high impact courses were restructured, and reverse transfer agreements with four-year transfer partner schools continued to grow in number and availability. Fall-to-fall retention rates of college-ready students for the fall 2016 cohort was 56.8 percent, which was a decline from the previous year, and that of developmental students dropped slightly to 49.7 percent from 50.7 percent (Indicator 13). As a result, efforts have been made to determine where student retention efforts could be better distributed to maximize impact. Though cohorts prior to 2012 show decreases in developmental completion percentages after four years, the fall 2013 cohort increased to 43.3 percent from 45.8 percent (Indicator 15). Retention and completion rates for developmental students continued to maintain or improve. All developmental levels across English, English as a Second Language (ESL), and math have been standardized. Furthermore, mentors are assigned to all adjunct developmental studies instructors to provide advice and instructional support, which ultimately benefits students.

HCC awarded 622 associate degrees in FY 17 (Indicator 20); down from the 661 awarded in FY 16, which was the highest number of associate degrees in its history, as the enrollment declines that began in 2013 began to have a correlating effect on overall completion numbers. Student engagement is critical to retention and completion. HCC has several initiatives to foster program completion, which include the STEMM Middle College, refinement of the master class schedule, developing comprehensive academic and financial plans for students, giving increased visibility



to its credit for prior learning program, and faculty advising for returning students, which was introduced in FY 17. All new students are required to meet with an academic advisor to create an academic plan that lays out all future semesters and class selection. Students are then assigned a faculty advisor, with whom they are encouraged to consult regarding program-related materials and future coursework. This helps students be more self-sufficient by using Web Advisor to register for all of their classes online, as well as establish positive student-faculty engagement. This, in turn, frees academic advisors to spend more time with those students who are struggling. To this end, HCC has two career academic advisors to serve students who are undecided about their majors and/or career goals. Case management programs, such as TRiO: Student Support Services (SSS), Disability Support Services (DSS), and Job Training Student Resources (JTSR), also play a big role in HCC's recent success with program completion. Additional student spaces, such as the Veterans' Connection Center and the skills lab for interview/job search training, in the expanded Student Center were specifically created to support retention, growth and development by providing more opportunities to engage students. The College continues to encourage students to participate in campus wide activities, leadership opportunities, and on-campus student employment, all of which foster and support student development and retention.

Consistent with student success literature, success levels of developmental completers and college-ready students exceed those of developmental non-completers. The successful-persister rate (Indicator 16), of the 2013 cohort after four years for college-ready students (85.9 percent) and developmental completers (81.4 percent) is higher than that of developmental non-completers (36.5 percent). The same is true of graduation transfer rates (Indicator 18). The College's emphasis on student learning outcome assessment has been a direct response to an increased emphasis on completion rates. Degree audits, which are reports that show how many courses a student needs to complete his/her program, have been a tool used by advisors to help students close to meeting degree and certificate requirements. Academic programs are regularly reviewed during unit planning to address possible impediments to completion (e.g. unnecessary prerequisites, course scheduling and sequencing, etc.).

Perhaps the most significant measure to facilitate student retention, achievement and completion at HCC is the Learning Support Center (LSC). The LSC is a facility in which students, learning support specialists, and faculty work as a team to reach common academic goals. Fostering an optimal learning environment for supplemental instruction, the LSC operates seven days a week to provide academic support to students in all curricular areas at all academic levels. In addition to group study rooms, classrooms, and a lecture hall, there are 40 desktop and 140 laptop computers dispersed throughout flexible learning areas. Eight professional staff members handle the content areas of English, business, accounting, computer technology, math, science, writing content areas, and nursing. Peer tutors have expertise in an array of subjects as well. The LSC offers individual drop-in tutoring, scheduled peer-led small group studies, supplemental instruction, workshops, and specialized assistance with specific populations, such as TRiO: Student Support Services. Since opening in January 2013, it operates at full capacity on a daily basis. During FY 17, more than 50 percent of all credit-bearing HCC students utilized services in the LSC. In a nod towards its unique concept and success, in July 2017 the Learning Support Center received the Instructional Programs Award from Community Colleges of Appalachia July at its annual conference in Ashville, NC.

First time passing rates on licensure/certification examinations (Indicator 25) for Practical Nursing continued to be 100 percent, as they have for the last seven years. Students in HCC's associate degree nursing program improved its pass rate to 96.0 percent from 90.1 percent, posting the highest passing rate among Maryland community colleges for the NCLEX-RN first-time candidate exam during the 2016-2017 academic year. The percentage of radiology graduates passing the registry examination remained high at 100 percent.

### **State Plan Goal 3 - Innovation**

Building upon its partnership with Washington County Public Schools (WCPS), HCC's Science, Technology, Engineering, Math and Medical Middle College (STMC) offers qualified high school students the opportunity to earn college credits while completing high school graduation requirements. This innovative program continues to successfully grow, with ten STMC students earning their associate degree and high school diploma simultaneously in spring 2017. HCC has TRiO: Upward Bound grant funding which is based upon a collaborative partnership with WCPS. Furthermore, WCPS and HCC participate in a data sharing agreement to better understand and remove barriers to student readiness for college level work.

The developmental math sequence of MAT098, MAT099, and MAT100 was restructured using the supplemental model of course redesign to facilitate and support student success. Students move more quickly through the developmental course sequence, including 7.5 week sessions held back-to-back during one semester, thereby reducing total time needed to move through developmental studies and into college-level work.

HCC offers 11 courses and two internships within its Education Program. The program includes several pathways for credentials, including two AAT degrees (Early Childhood Education/ Early Childhood Special Education, and Elementary Education/ Elementary Special Education), an AS in Education, an AAS in Early Childhood and Primary Grades Education, and the Education Child Care Professional certificate or letter of recognition.

Student success through teaching excellence is the primary goal of HCC, with commitment to strengthening the teaching-learning process. In 2013, through the support of a local foundation, HCC developed the Alice V. and David Fletcher Foundation Faculty Development Center (Fletcher FFDC) on its campus. The FFDC consists of faculty professional development modules regarding conceptual and technology-based teaching tools, strategies for addressing learners effectively, legal issues pertaining to postsecondary education, and assessment and evaluation; thereby facilitating academic success and satisfaction of students.

Since its launch in spring 2013, the Learning Support Center (LSC) continues to progressively engage and empower students to become independent, resourceful learners. As a hub for students, learning support specialists, faculty, and student-tutors, the LSC provides academic support to all students, including both credit and non-credit, in areas such as English, writing, science, math, business, accounting and economics, and computer technology. In FY 15, nursing services were added to the LSC in the form of a fully functional Nursing Simulation Lab with Nursing Kelly patient manikin. The lab provides nursing students a quiet and private space to practice nursing skills, head-to-toe assessments, and bedside mannerisms.

As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce. To respond to employer needs, local and State employment trends are studied via environmental scanning, economic forecast data, and input by advisory committees. As a result, HCC developed high skill/high wage programs in Biotechnology, Alternative Energy, Dental Hygiene and Cybersecurity. All career programs have advisory committees, which include industry/business leaders who review program curriculum; employment / hiring trends and changes in the field; and provide input into curriculum development / revision. For example, the National Cancer Institute (NCI) participates on the biotechnology advisory committee, First Solar on the alternative energy advisory committee, and the Defense Information Systems Agency (DISA) on the cybersecurity advisory committee.

Workforce development, certifications and licensures, and contract training are administered through the Continuing Education and Workforce Development unit. FY 17 unduplicated enrollment in contract training (Indicator 33) dropped slightly from FY 16. Employer satisfaction with contract training has always been high and posted a 92.3 percent for FY 17 (Indicator 34). Both annual unduplicated headcount and enrollment in continuing professional education saw continued declines since FY 2015 (Indicator 31), though this is largely due in part to the abnormal spike in enrollments during FY 15. HCC is continuing to shape its array of credit-free course and program offerings to serve both the new demands for content as well as instructional delivery preferences.

## **EXPLANATION REQUIRED BY THE COMMISSION**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The gaps in achievement between these student populations has fluctuated over time, but gaps exist for the most recent cohort (12.2 percentage points for successful-persister rates and 9.5 percentage points for graduation –transfer rates).

Discuss any factors contributing to the performance on these indicators and the methodologies implemented for ensuring the gap does not further widen. What does the institution have in place to meet the established benchmarks for the Fall 2016 (FY2020) cohort?

**College Response:** Hagerstown Community College is dedicated in its mission to deliver high quality education at a reasonable cost to meet the needs of all its constituents in its service area. Washington County, the college's service area, is a rural county in Western Maryland, which in of itself presents distinct challenges in regards to any minority population. Though the region slowly continues to become more diverse, it lacks a significant professional minority population often found in urban and metropolitan areas, which in turn leads to a lack of role models for the increasing minority population. Recruiting full-time faculty and administrators of color remains an institutional priority in an effort to overcome this challenge. This effort has started to see its largest returns in recent years, as the number of full-time faculty and staff that identify as African-American/Black increased to 15 in fall 2017 from 12 in fall 2016.

Another factor contributing to the performance on these indicators, as it relates to the relatively small population of minorities within the service area, is the sample size of the cohort for analysis itself. The cohort for analysis for the College of African-American/Black students is consistently less than 100. This translates into each individual success, or non-success, having a greater impact on the overall rates of the cohort, and is partially responsible for the fluctuations in the gaps noted by the Commission. As an example, the African-American/Black fall 2011 cohort surpassed the successful-persist and graduation-transfer rates of all students.

The College's commitment to increase student diversity has resulted in an increase in the minority, and more specifically, African-American/Black, student population. Despite sustained overall enrollment declines in recent years, both the total number and percentage of African-American/Black students has increased (Student Characteristics Indicator H). The College has accomplished this by addressing the needs and minimizing the barriers that exist within the community. For example, in an effort to reduce financial barriers, the Director of Financial Aid holds workshops for select low-income, at-risk upcoming high school graduates to discuss covering the costs of education through state and federal programs. The College's Promise Pathway Program also assists Washington County students lacking all the necessary financial resources to be successful in college with financial assistance and academic guidance.

The College has also taken steps to address both academic advisement and personal guidance of at-risk students by offering both a Job Training Student Resources (JTSR) program and a TRiO: Student Support Services program. Both of these case management programs, which have a large minority participation, provide support services to students who are first generation, low income, and/or have disabilities. In providing these supports, the College provides avenues to bypass the socio-economic barriers minority students face to succeed in post-secondary education.

The College is committed to expanding its diverse student population, all the while upholding positive educational outcomes for every student. Efforts to ensure the performance gap between African-American/Black students and their peers does not widen, but rather shrink, include vigorously recruiting more professional staff and faculty of color to the College, proactively addressing the financial barriers to college experienced by minorities, and providing targeted guidance and support programs to assist with academic and personal needs. By continuing to increase the College's minority population and providing supports to succeed, the College expects the performance gap between minority students and their peers to curtail in the near future.

## COMMUNITY OUTREACH AND IMPACT

An institutional priority, strong partnerships with business and industry support the College's ability to offer degrees and certificates to meet specific needs of employers. Flexible credit and continuing education programs responsive to the educational and training needs of the College's service area are essential. Though the area is largely service industry based and is a major transportation hub in the mid-Atlantic region, the county and city economic development commissions are pursuing technology-oriented companies with high-skill, high-wage jobs to locate in Washington County. As discussed in Goal 3, HCC responded by working with business/industry leaders to develop programs in the areas of cybersecurity, advanced manufacturing, alternative energy technology biotechnology, commercial vehicle transportation, dental hygiene, nursing and radiography.

HCC is one of few community colleges designated nationally by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Information Assurance 2-Year Education (CAE2Y). This designation as a CAE-2Y coincides with requirement of the Department of Defense (DOD) that incoming cybersecurity workers have both a bachelor's degree and the necessary certification training needed to meet the rapidly changing demands of the information assurance field. DOD-related and other Federal opportunities in information assurance are disproportionately high in Maryland because of the state's proximity to defense installations around the District of Columbia and northern Virginia. This distinction enables students to transfer seamlessly from HCC to a four-year college in order to complete their degree. In addition, Hagerstown Community College and the Johns Hopkins University (JHU) have an educational partnership agreement to offer research opportunities and hands-on training to students studying cybersecurity in HCC.

The Commercial Vehicle Transportation (CVT) Specialist Certificate program is a 16-credit cohort skills-oriented program that consists of classroom, skills, and field instruction based on industry-recognized standards. The College's CVT program supports one of the local Economic Development Commission's workforce development priorities, which states, "The trucking industry continues to exhibit a high demand for CDL-A drivers, a national trend as well as the largest demand occupation locally." This program is the largest retraining program for unemployed persons in Washington County, and the College has trained an average of 90 men and women annually over the last five years.

Yet another opportunity to meet the needs of the community led to the establishment of the Hagerstown Community College Police Academy in spring 2013. HCC offers the twice-yearly Police Academy, designed to prepare student recruits to serve as officers/deputies in county and municipal police and sheriff departments. Each cadet must meet both the HCC requirements and the Maryland Police and Correctional Training Commission's requirements to earn a certificate from each. Additionally, in support of public safety, HCC hosts the annual Public Safety Awards ceremony to recognize officers who have served the citizens of Washington County in an exemplary manner.

The College actively engages in outreach activities to minorities in the service area via HCC's multicultural recruiter visits to public service agencies, churches, and businesses to encourage

prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses. The College is the only entity in the County that offers a program to celebrate the Dr. Martin Luther King, Jr. holiday and diversity. HCC co-sponsors an annual Hispanic festival, which promotes multiculturalism and education. The proceeds of the festival support scholarships for Hispanic students attending HCC. Additionally, the College attracts and serves non-native speakers into its English as a Second Language (ESL) program, as well as other literacy and adult basic education programs. HCC's adult education GED program enrolls approximately 50 percent minority.

Grant funds from the Department of Education were obtained through the TRiO: Upward Bound program for an intensive, year-round college-preparatory program for eligible high school students. HCC's program is designed to provide students with skills and motivation necessary to succeed in high school and college by preparing them academically as well as socially via rigorous and nurturing academic courses; tutoring services; college-preparatory workshops; academic, college, and financial aid advising; career exploration; leadership opportunities; and cultural enrichment.

The College has continued to expand the scope and size of its nursing program within the last three years to meet community need. HCC and Drexel University Online have a "3+1" agreement that allows students to complete a bachelor's degree in nursing through the two institutions. The agreement allows students to complete 90 credits at HCC and the remaining 30 credits through Drexel's online program. HCC students receive a 25 percent discount on Drexel's tuition. This partnership enables HCC students to make a seamless transition from HCC to Drexel, allowing them to continue to a BSN program as soon as possible after receiving their associate's degree. In addition, HCC offers an associate to bachelor's (ATB) program in cooperation with Frostburg State University and Towson University. Competitive applicants for this program can take classes toward their associate and bachelor's degree at the same time, minimizing the amount of time needed to complete the BSN. According to the Institute of Medicine (IOM) Report on the Future of Nursing, 80 percent of nurses are to be BSN prepared by 2020.

In a continued effort to meet community need while following industry trends in the area of nursing, HCC developed an accelerated two-year RN program that allows qualified students to earn an associate degree in nursing in two years rather than the traditional three years. This rigorous program employs a dedicated student support specialist that specifically serves the advising needs of the cohort of students progressing through the program. In addition, students are required to meet with a dedicated learning support specialist in the LSC to address academic and tutoring needs. Upon completion, students can choose to begin work or spend the two additional years at a four-year institution to earn a bachelor degree in nursing at the same pace of their full-time four-year institution-attending peers at a fraction of the cost during their first two years.

In addition to the STEMM Middle College described earlier, the college offered two unique learning opportunities for high school students and recent high school graduates; the Cybersecurity Summer Institute and the Advanced Manufacturing Summer Institute. Both of these competitive programs were offered at reduced or no tuition cost in part to grant funding.

Completers of either program earned three college credits at the successful completion of the seven-week summer institute.

Through service learning and clubs on campus, HCC students work with organizations in the community. There have been variety of events on campus to benefit the service area, including: a canned food drive for the Salvation Army; a clothing drive for Goodwill; Toys for Tots; collected supplies to send to U.S. troops overseas; raised funds for St. Jude's Research Hospital; and collected money for the Humane Society. Last April, sociology students raised over \$2,400 to benefit CASA, Inc., which provides support for domestic violence victims in Washington County.

Non-credit offerings serving a range of people are administered through the Continuing Education and Workforce Development Division. College for Kids is a summer enrichment program designed to provide exciting, challenging, and enjoyable learning experiences for children entering grades two through ten. Each program offering is based on a popular theme such as music, applied arts, science, technology, and literature. Each summer, HCC offers a diverse selection of programming for elementary, middle, and high school students that helps to expand his or her vision of the world. Also administered through Continuing Education and Workforce Development, HCC's Technical Innovation Center (TIC) provides facilities and support to local companies and new firms in the area. Wet labs in the TIC enhance Washington County's ability to attract and grow the life science industry in Western Maryland. This provides synergy between the academic programs in the life sciences and similarly focused companies in the TIC while giving Biotechnology students "hands on" experience. The TIC recently received a Governor's Citation from Maryland Governor Larry Hogan at the SMART Proc business conference for ongoing support to grow tech startups in the state.

Hagerstown Community College conducted its annual Criminal Response Emergency Assessment Scenario (CREAS) disaster drill in April on HCC's main campus. CREAS is an interdisciplinary assessment activity intended for students who are nearing program completion and are ready to graduate. During this mock training scenario, students from the paramedic emergency services, medical imaging, administration of justice, and nursing programs work together to practice their learned skills. Participants from the community include Washington County Department of Emergency Services, Washington County Command Trailer, Community Rescue Services, local fire departments and emergency medical services, Washington County Special Operations, Washington County Sheriff Office, Maryland State Police, and doctors and hospital personnel.

## **ACCOUNTABILITY INDICATORS**

The accountability benchmarks are long-range goals that Hagerstown Community College expects to achieve. The benchmarks were established after examining institutional trends, enrollment and financial projections, MHEC reports, updated Census 2010 data, Washington County Board of Education enrollment projections, and data provided by the Maryland Department of Planning. The accountability indicators and degree progress supporting data follow.

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### Student Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	74.6%	74.5%	73.8%	75.4%
B. Credit students with developmental education needs	82.6%	81.5%	76.4%	70.6%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	52.9%	51.3%	53.3%	47.8%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	269	259	222	270
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	34.2%	33.2%	29.9%	30.1%
b. Credit students receiving loans, scholarships and/or need-based financial aid	63.7%	67.6%	66.7%	66.6%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	33.9%	33.2%	31.9%	30.5%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	78.8%	77.7%	71.9%	71.8%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	49.40%	n/a	n/a	n/a
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.4%	5.6%	6.1%	6.4%
b. Black/African-American only	9.8%	9.0%	9.6%	10.3%
c. American Indian or Alaskan native only	0.4%	0.2%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.1%	0.1%
e. Asian only	1.9%	1.8%	2.0%	1.9%
f. White only	76.3%	76.1%	74.6%	73.7%
g. Multiple races	3.8%	4.1%	4.4%	4.3%
h. Foreign/Non-resident alien	0.4%	1.0%	1.1%	1.0%
i. Unknown/Unreported	1.9%	1.9%	2.0%	2.1%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$13,676	\$12,166	\$12,660	\$14,849
b. Median income three years after graduation	\$30,854	\$32,544	\$32,655	\$38,242

### Goal 1: Access

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	14,614	14,747	12,887	12,162	15,750
b. Credit students	6,758	6,491	6,022	5,827	7,000
c. Continuing education students	8,406	8,878	7,470	6,917	9,500
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	55.8%	59.4%	58.7%	62.0%	68.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	83.5%	82.2%	81.5%	82.7%	85.0%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	74.0%	70.6%	73.2%	69.6%	80.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					



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5	High school student enrollment	<b>Fall 2014</b> 643	<b>Fall 2015</b> 609	<b>Fall 2016</b> 603	<b>Fall 2017</b> 694	<b>Benchmark Fall 2020</b> 675
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	7,347	7,652	7,454	7,846	7,750
	b. Continuing education	565	469	481	531	700
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b> 43.2%	<b>FY 2016</b> 44.5%	<b>FY 2017</b> 43.4%	<b>FY 2018</b> 43.1%	<b>Benchmark FY 2021</b> 44.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	2,599	2,253	2,323	1,870	2,700
	b. Annual course enrollments	3,506	3,105	3,258	2,810	4,275
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	1,354	1,294	1,328	1,365	1,500
	b. Annual course enrollments	2,413	2,722	2,388	3,330	2,750
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	22.0%	21.6%	23.1%	26.7%	23.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b> 24.4%	<b>FY 2015</b> 25.3%	<b>FY 2016</b> 27.3%	<b>FY 2017</b> 31.5%	<b>Benchmark FY 2020</b> 27.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b> 16.6%	<b>July 2015</b> 17.2%	<b>July 2016</b> 17.8%	<b>July 2017</b> 18.5%	<b>Benchmark July 2020</b> Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b> 6.0%	<b>Fall 2015</b> 6.3%	<b>Fall 2016</b> 5.0%	<b>Fall 2017</b> 5.1%	<b>Benchmark Fall 2020</b> 7.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b> 4.2%	<b>Fall 2015</b> 4.2%	<b>Fall 2016</b> 7.5%	<b>Fall 2017</b> 8.4%	<b>Benchmark Fall 2020</b> 9.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	48.7%	50.9%	50.7%	49.7%	55.0%
	b. College-ready students	60.7%	63.6%	65.6%	56.8%	64.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	43.8%	44.8%	52.1%	48.7%	50.0%
	b. Non-recipients	60.4%	65.6%	57.7%	57.4%	Not Applicable

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		41.8%	41.7%	43.3%	45.8%	50.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	90.3%	89.8%	84.3%	85.9%	92.0%
	b. Developmental completers	86.0%	84.7%	86.0%	81.4%	89.0%
	c. Developmental non-completers	39.7%	40.7%	41.8%	36.5%	Not Applicable
	d. All students in cohort	71.3%	70.9%	72.5%	69.7%	80.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	59.7%	73.3%	60.3%	57.8%	73.5%
	b. Asian only	*	*	*	*	*
	c. Hispanic/Latino	*	*	*	*	*
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	75.2%	78.6%	76.5%	74.8%	80.0%
	b. Developmental completers	60.4%	63.7%	62.1%	60.6%	66.0%
	c. Developmental non-completers	24.4%	27.6%	21.9%	29.1%	Not Applicable
	d. All students in cohort	50.8%	54.0%	52.6%	54.6%	60.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	45.5%	61.6%	43.1%	42.2%	62.0%
	b. Asian only	*	*	*	*	*
	c. Hispanic/Latino	*	*	*	*	*
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	230	244	237	242	250
	b. Transfer degrees	371	390	424	380	390
	c. Certificates	361	297	242	247	380
	d. Total awards	962	931	903	869	1,020
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	1,972	1,808	1,806	1,765	2,200
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		422	402	363	391	425
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		98.4%	92.9%	98.3%	99.1%	98.5%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		72.4%	76.9%	66.7%	78.6%	78.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	74.0%	75.0%	81.8%	87.0%	81.9%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. NCLEX for Registered Nurses	95.1%	87.5%	90.1%	96.0%	96.0%
Number of Candidates	82	80	81	74	Not Applicable
b. Cert. Exam Amer. Registry of Rad. Tech.	85.7%	100.0%	92.9%	100.0%	100.0%
Number of Candidates	26	25	28	23	Not Applicable
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	20	18	11	14	Not Applicable
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	89.3%	82.5%	89.0%
b. Mean GPA after first year	Not Available	Not Available	3.00	2.96	3.00
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	40.0%	38.3%	42.2%	42.6%	40.0%
b. Academic support	6.9%	7.9%	8.7%	9.2%	7.0%
c. Student services	11.7%	10.7%	11.3%	12.2%	13.0%
d. Other	41.4%	43.0%	37.8%	35.9%	40.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	92.0%	75.0%	88.2%	97.5%	90.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	88.0%	83.3%	76.2%	96.3%	90.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,622	5,561	3,999	3,930	5,565
b. Annual course enrollments	6,530	8,147	5,748	5,452	8,150
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,454	4,054	2,813	2,636	4,055
b. Annual course enrollments	4,743	5,204	3,901	3,565	5,500
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	41	41	32	30	45
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,532	2,724	1,342	1,159	2,725
b. Annual course enrollments	2,420	4,177	2,061	1,882	4,180

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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	97.0%	100.0%	92.3%	<b>100.0%</b>

# 2018 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

## 1. Mission

Harford Community College (HCC) continued to embrace, follow, and strive to achieve the goals in the 2013-2017 Strategic Plan approved by the Board of Trustees in March 2013 and extended through 2019, when a new Plan will begin. The HCC mission is as follows:

*Harford Community College provides accessible, innovative learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.*

## 2. Institutional Assessment

**Access Indicators.** Harford Community College (HCC) proudly strives to further the goals and strategies outlined in the *2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt. Goal 1 (Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)* urges institutions of higher education in Maryland to be committed leaders to college readiness and financial literacy. HCC improved in its market share of recent, college-bound high school graduates (indicator 2). HCC continues to strengthen in this indicator, as evidenced by the increased enrollment of local high school students (indicator 5), which exceeds HCC's fall 2020 benchmark. Further, HCC experienced a modest increase in its minority student enrollment in credit programs (indicator 10a), perhaps in response to an increase in its nonwhite service area population (indicator 10c). Targeted enrollment initiatives—including community outreach, such as hosting area Boys' and Girls' Clubs on campus, as well as some enhanced high school guidance collaboration—may have contributed to increases in this population. Regarding cost of education, HCC tuition and fees for credit courses as a percentage of tuition and fees at Maryland public four-year institutions experienced a slight decrease for its students (indicator 7). This drop may be attributed to the statewide incentive offered to colleges that hold tuition increases at no more than 2%; HCC participated in this incentive for FY 2018 and will again for FY 2019. Additionally, after experiencing a dip in enrollment in FY 2015 for both continuing education community service and lifelong learning (indicator 8), and basic skills and literacy courses (indicator 9), enrollment numbers are up for FY 2017. This may be attributed, in part, to the addition of a Transition Specialist in Adult Basic Education, who assists with retention initiatives and outreach. Continuing Education has also cultivated a strong connection with Marketing and is represented at many community events. The programs and initiatives described throughout this narrative are aimed at improving student satisfaction with goal attainment at HCC.

While HCC has made progress in hiring non-white full-time administrative and professional staff (indicator 12), progress toward its goal of 12.6% non-white full-time faculty has stalled (indicator 11). HCC continues to be committed to hiring the most highly qualified faculty possible while striving to diversify its faculty. HCC hopes to continue to close this gap. In the most recent year (to be reported in the next PAR report), 10 full-time faculty positions were

filled, some by minority candidates.

### **Harford Community College Response to Commission Questions:**

#### ***Commission Assessment:***

*In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. These data show sizeable gaps in outcomes (e.g., a 10.2 percentage point gap in the successful-persister rate for the Fall 2012 cohort and a 13.0 percentage point gap in the graduation-transfer rate for the Fall 2012 cohort).*

*The College acknowledges the ongoing gaps in persistence, graduation and transfer rates for these student populations, noting that, in response, the My College Success Network program was implemented to support minority students.*

*The College reports on some outcomes that show this program has promise. What are some preliminary findings the College can report on additional outcomes of this program? Has the College implemented other, complementary programs or strategies to address these gaps in performance?*

Harford Community College (HCC) implemented the My College Success Network in Fall 2014 in response to the strategic plan goal of eradicating attainment gaps due to income, race, gender, and ethnicity. The largest attainment gap exists between Black/African American and Caucasian students. The premier service in the Network is academic coaching. New Black and African American students who are 1-3 classes below college level (based on the Accuplacer assessment) are invited to participate in this service, which is a comprehensive first-year experience program offered in the format of two one-credit classes. In the fall semester, students receiving academic coaching are enrolled in SDEV 110: Success in College and Beyond, and in the spring semester are enrolled in SDEV 111: Career and Life Planning. Since the inception of the program, 405 students have participated in academic coaching. Students who receive academic coaching are retained at higher rates and earn higher GPAs than non-participants with similar demographics. For example, in the Fall 2017 semester, new students completing academic coaching earned an average GPA of 2.4 and were retained to spring semester at a rate of 75.8%, compared to non-participants with an average GPA of 2.0 and a fall to spring retention rate of 69.4%. Due to these outcomes, HCC anticipates an upward trend in the successful-persister rate and graduation-transfer rate for the Fall 2014 and later cohorts for Black/African American students.

While the My College Success Network is showing promise in helping to eradicate the attainment gap, further reform is needed to ensure a College-wide approach to addressing this persistent issue. Recognizing the need for further professional development regarding emerging

issues in higher education, HCC's President, Dr. Dianna Phillips, organized a speaker series throughout the 2017-2018 academic year. The first speaker, Dr. Tia Brown McNair, Vice President in the Office of Diversity, Equity and Student Success for the Association of American Colleges & Universities, reinforced the need for HCC to focus on being a student-ready college. The engagement and communication strategies she referenced established the expectation for faculty and staff to promote an inclusive, welcoming environment that fosters student success.

Throughout the academic year, HCC researched Achieving the Dream, a comprehensive non-governmental reform movement for student success, and evaluated benefits of joining the national organization. In February 2018, HCC welcomed the second speaker in the series, Dr. Karen Stout, President and CEO of Achieving the Dream, Inc. Dr. Stout spoke of the need for clear pathways specifically designed to help students seamlessly transition into baccalaureate programs or careers that provide living wages. She emphasized that some of the most successful practices in ensuring completion across all student demographics challenge our traditional higher education business models. The final speakers in the series—Dr. Daniel J. Phelan, President of Jackson College and author of *Unrelenting Change: Innovation and Risk: Forging the Next Generation of Community Colleges*; and Dr. Jonathon Gueverra, President of Florida Keys Community College—spoke of the need to be innovative in the programs offered in order to keep pace with the needs of society (Phelan) and to ensure the programs offered are responsive and accountable to the needs of our community (Gueverra).

In June 2018, HCC joined Achieving the Dream. Achieving the Dream is committed to creating, developing, and sharing resources for the student success movement. A particular focus of Achieving the Dream is improving the success rates for low-income students and students of color. Through the *Gathering In* equity and inclusion discussion series sponsored by the Cultural Diversity Committee and an all-faculty presentation entitled *Making Data-Informed Decisions*, HCC became well-versed in momentum metrics tracked through the Voluntary Framework for Accountability, an initiative of the American Association of Community Colleges that supports reporting and benchmarking of success metrics that are created by and for community colleges. When looking at the six-year outcomes for math, of the 173 black students in the main cohort who required developmental math and were new students in the Fall 2010 semester, only 27 completed college-level math within six years. The outcomes were slightly better for English. Of the 138 black students who required developmental English courses in the Fall 2010 semester, 53 completed college-level English within six years.

This past academic year has been a year of knowledge, change, and planning for HCC. By joining Achieving the Dream and unifying student success efforts across the campus and beyond the My College Success Network, HCC is committed to actualizing the strategic plan goal of eradicating the attainment gap.

Additional plans for FY 2019 include scaling HCC's iPrep Scholar Week, a summer bridge program for new students who place into one or more transition courses. Initial findings show that students who complete this weeklong orientation and refresher curricula in math, reading, and writing, and take the placement exam afterwards, are more likely to either move up into a higher level transition course or directly into a college-level course. Further, HCC plans to work with new GED graduates to support and encourage them to enroll in a certificate or degree

program.

## Success Indicators

Harford Community College (HCC) continues its efforts in support of **Goal 2** (*Success: promote and implement practices and policies that will ensure student success*). The College has focused particular attention on students with needs in developmental course work, resulting in a steady increase since the Fall 2011 cohort in developmental completers after four years (indicator 15). For students requiring developmental English and reading courses, a number of initiatives designed to promote completion were implemented and continue to date. For example, the Accelerated Learning Program (ALP) was established to allow students to complete developmental writing as a co-requisite with English 101. Integrated reading and writing courses were designed for students to complete developmental coursework simultaneously in a single course. In mathematics, Term Two courses were created to provide individualized instructions to students not mastering concepts in Term One. In addition, a course placement exception process remains in place to provide all students the opportunity to appeal their Accuplacer course placement. The most recent examination of data related to the course placement exception process (from FY 17) indicates that, for English, about 60% of students approved for the course placement exemption passed the English course. For math, about 74% of approved students passed the math course.

These collaborative and comprehensive efforts have resulted in a steadily increasing fall-to-fall retention rate of 56.8% of the 2016 cohort of developmental students (indicator 13a). HCC also experienced a significant increase in fall-to-fall retention of Pell Grant recipients, which reflects students from lower-income families and first-generation college students. Of the 2016 cohort, the retention rate reached 57.3% (indicator 14a). As a result of efforts such as the My College Success Network and Soar2Success—designed in part to enhance persistence among students, particularly those who are underprepared—HCC noted a successful-persister rate of 83.9% after four years for developmental completers (indicator 16b). In contrast, the successful-persister rate for college-ready students reached 89.3% (indicator 16a), slightly under the benchmark for the Fall 2016 cohort of 90%. HCC's most recent successful-persister rate for all students was the Fall 2013 cohort, which reached 79.9%, and which is above the 77% benchmark for the Fall 2016 cohort (indicator 16d). HCC's diverse student population showed an increase in the successful-persister rate for Hispanic students, with the most recent cohort data of 77.2%, which meets the Fall 2016 cohort benchmark of 77% (indicator 17c).

While it is impossible to connect increases in retention to certain initiatives, there are two initiatives that, combined, may be positively affecting these numbers. HCC has fully implemented an assigned advisor model, which allows for more immediate, personalized advising interventions throughout the student lifecycle. In addition, HCC has implemented the DegreeWorks degree-planning program in an effort to get all students on a credential track very early in their College careers.

Despite focused efforts such as the My College Success Network cited earlier in this report, efforts to improve successful-persister (indicator 17) and graduation-transfer (indicator 18) rates



for Black/African American students have not yet yielded the desired results. One of the earliest items on the agenda for the data analytics service HCC recently purchased will be a deeper analysis of factors leading to success for this population. In addition to evaluating lagging indicators, HCC will focus on early predictors of success in an attempt to intervene as needed to assure each student's chance for success. Additionally, as part of its Achieving the Dream participation, HCC will work to scale successful programs such as the Network in order to serve a greater number of students.

HCC's graduation-transfer rate indicates that the most recently reported cohort for all college-ready students reached 73.5% (indicator 18a) and 61.5% for all students for the same cohort. HCC is pleased that it awarded 1,125 credit certificate and associate degrees (indicator 20), a slight decline from the previous year but aligned with a slight decrease in overall credit enrollment. The enrollment in STEM programs continues its upward trajectory, with an enrollment of 1,951 in its most recent reporting (indicator 21a) and 348 STEM credit awards (indicator 21b), which exceeds the FY 2020 benchmark of 270.

Indicator 25 has seen a decline in certification pass rates. It is important to note that for Medical Assisting, there are several national accrediting bodies and only one certification board that reports results back to HCC; therefore, it is possible that some students are choosing to be accredited by one of the non-reporting agencies. Efforts to bolster declining NCLEX pass include extensive preparation for the exam. In addition, during the last semester of the program, students are given the ATI NCLEX-RN predictor. Each student who takes this exam is given an individualized remediation plan for content mastery in deficient content areas in preparation for the NCLEX-RN. Students are required as part of the course to complete the remediation plan.

The performance of HCC graduates at their transfer institutions continues to improve, evidence of a high-quality classroom experience. For AY 2016-17, 90.1% of graduates achieved a GPA of 2.0 or above during their first year of attendance (indicator 26a), and the mean GPA increased to 2.98% (indicator 26b), which exceeds the benchmark for AY 2019-20 of 2.96.

HCC continues to evaluate expenditures by function across the organization as displayed in indicator 27. Fund allocations in FY 2017 are comparable to FY 2016, with the largest amount of funds supporting Instruction. Approximately one third of funds were expended in the Other category to support institutional scholarships, tuition waivers, and College work/study stipends.

This year, HCC revisited its strategic enrollment management efforts in response to a continuing decline in enrollment that is occurring at most Maryland community colleges. A strategy team comprised of faculty and staff, who represented both academic affairs and student affairs, was organized in Fall 2017. The Retention Council was charged with setting short- and long-term measurable goals, designing integrated and interdisciplinary programming and interventions based on best practices, and educating the campus community. The Council conducted data reviews on various reports focused on student retention, success, and completion; inventoried current recruitment, retention, and completion initiatives; and proposed enrollment management goals for 2018-19 which reflect the student lifecycle from connection to completion and transition. Upon implementation of and alignment with the new strategic plan, these goals will be finalized, along with appropriate objectives and assessment metrics.

To further HCC's efforts to enhance student success, the College became a member of Achieving the Dream (ATD), a national reform network of over 200 community colleges across the country, including Hawaii and Alaska, dedicated to improving retention and completion. A team comprised of the College president, executive leaders, faculty, staff and administrators attended the June 2018 Kick-Off institute to begin steps for the planning year, which is AY 2018-19. HCC will be supported by two coaches—a leadership coach and a data coach. Two teams have been organized—core and data teams—to help lead HCC through its enhancement of seven capacity areas: equity, teaching and learning, data and technology, leadership and vision, engagement and communication, strategy and planning, and policies and practices. This will be a three-year initiative for HCC, with efforts to integrate ATD with the strategic planning process.

### **Innovation Indicators**

Harford Community College (HCC) is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*. There are upward trends in continuing education and workforce development. For example, enrollment in continuing education workforce development courses increased to 4,903, as noted in indicator 31b. Another success achieved by HCC is noted in the increasing number of business organizations for which the College provided training and services under contract. This number increased to 35 for FY 2017, in comparison to 25 in FY 2016 (indicator 32). This is due in part to the concentrated effort by HCC officials to enhance College outreach to local business and identify the ways in which the College could better meet contract-training needs in the community. This success is also reflected in the number of course enrollments for contract training, which dramatically increased from 987 in FY 2016 to 1,985 in FY 2017. The current reporting year exceeds the benchmark of 800 established for FY 2020. Employer satisfaction with the services provided by HCC for contract training remain high at 100% for FY 2017. Simultaneously, HCC experienced a decline in enrollment of its continuing education workforce development courses. HCC recently restructured its Continuing Education department with the aim of improving its registration process, reorganizing staffing patterns, and reallocating funds. With a new dean at the helm, it is expected that these steps will enhance enrollment and deeper outreach into the community for workforce and community/continuing education.

This year, HCC prepared for and transitioned to a browser-based ERP system, moving from Banner 8 to Banner 9. As part of this transition, College leadership focused on redesigning existing business processes to enhance the student and employee experience. With the assistance of a consultancy, HCC reviewed 10 functional areas, several of which impact the student experience—admissions and recruitment, financial aid, advising, registration/records and scheduling, and student accounts, to name a few. Throughout the process, HCC, with the help of the consultant, focused on redesigning the student life cycle using principles promoted by the Completion by Design initiative, a process and a philosophy that helps identify barriers to progression, design solutions, and drive institutional transformation. Following these principles, the consultants issued a final report in February 2018 with numerous recommendations which covered three areas: processes to delete, processes to adopt, and processes which need strengthening. A senior leadership team serves as the steering committee, identifying top priority projects for HCC for FY 2019. It is anticipated that a redesign in these areas and other across

campus units will foster innovation and enhance student success, evolving HCC into its future state.

### **3. Community Outreach and Impact**

Harford Community College (HCC) has significant impact on the community and seeks opportunities to interact with residents, employers, and visitors. HCC recently completed celebrations related to its 60<sup>th</sup> anniversary as a higher education institution. A robust schedule of events took place throughout the AY 2017-18 to bring the community together to learn about HCC's accomplishments through the years. The celebration culminated in a large event which included community residents and local and state dignitaries, as well as the campus community.

Next, HCC is conducting a feasibility study to determine the efficacy of establishing an applied technology center along the Route 40 corridor of the county. This includes the communities of Aberdeen, Havre de Grace, and Joppatowne, which are located farther from the campus location in Bel Air. The feasibility study activities include interviews of campus and external stakeholders, exploration of support from county officials, and possible available state resources to support a center. A final report is due to HCC early in the Fall 2018 semester.

HCC's commitment to being a cornerstone of the community is demonstrated by the partnerships established with local employers, public and private schools, higher education institutions, and cultural events. HCC and Towson University continue working together toward student success. HCC's 2+2 articulation agreement with Towson, along with the state-of-the-art Towson University in Northeastern Maryland (TUNE) building on the HCC campus, enable students to earn both their associate's degree and bachelor's degree without leaving Harford County. Students interested in one of the eight compatible programs meet with an HCC advisor to coordinate their academic plan and to make sure all of the required courses are met. Once they earn their associate's degree at HCC, they walk across the road and start their bachelor's program at TUNE. HCC began its first cohort of Associate-to-Bachelor's (ATB) partnership with Towson University in summer 2016. The first HCC student graduated from Towson University's ATB Option in December 2017; seventeen HCC nursing students graduated in May 2018 from Towson's ATB option. A total of 80 students are dually enrolled in the Bachelor of Science in Nursing program at Towson University and the Associate of Science in Nursing program at HCC. Concurrent bachelor's coursework is taken at the TUNE campus. The Towson ATB option began in conjunction with the Maryland Higher Education Commission (MHEC) Nurse Support Program II academic progression grant project, "Cecil-Harford Academic Progression in Nursing Initiative" (NSP II-16-111). The five-year grant project is shared with Cecil College and funded through FY 2020.

HCC again partnered with Harford County Public Schools (HCPS) on a College and Career Fair that attracted over 3,000 attendees. In addition, HCC partnered with HCPS on Teacher Education Connection Day, an event attended by 174 prospective education majors. Students had the option of participating in different workshops, including learning about the required field placements in the teacher education programs, different areas of teaching certification in MD, reasonable accommodations for both students and staff with disabilities, and higher level thinking

skills. Students could also sign up for an interactive session to create an interactive book or mathematics game for young children.

The fourth annual, and best attended, Visual, Performing, and Applied Arts (VPAA) Arts Connection Day was held in March 2018. 191 juniors and seniors from eight local high schools visited Joppa Hall, where many of HCC's arts programs are housed, for a day of demonstrations and class participation in Art + Design, Mass Communications, Music, and Theatre. The day ended with students choosing to attend either a musical or theatre performance. Data is not yet available for the number of attendees who have registered for classes for Fall 2018, but of the 71 students who attended the March 2017 event, 37 (or 52%) registered for classes in Fall 2017.

As part of an effort to further enhance an already strong relationship with the local educational agency, a full-time faculty member was appointed in 2017 to a fifty-percent work reassignment as K-12 liaison with Harford County Public Schools. A white paper was issued on current efforts and areas which need strengthening. This K-12 liaison relationship will continue into AY 2018-19.

The HCC Library held a special public event honoring its 50<sup>th</sup> year anniversary as a federal depository library. President Dianna Phillips gave opening remarks and the director of the U.S. Government Publishing Office presented an award.

The Hays-Heighe House, a renovated historic home located on the campus, last year hosted 511 visitors to a variety of programs. Programs such as themed teas and living history presentations are presented throughout the year. The Grace Hopper living history presentation, for example, highlighted the life of this pioneer in the field of computers and computer programming in the 1940s and '50s. This program was presented as part of a spotlight on technologies and as part of a celebration of the Aberdeen Proving Ground's 100<sup>th</sup> anniversary. One themed tea celebrated HCC's 60<sup>th</sup> anniversary and featured music and food celebrating the College's and county's special relationship with Estonia.

#### **4. Accountability Indicators**

See attached HCC 2018 Accountability Indicators Table.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	62.4%	63.3%	64.5%	64.2%
B. Credit students with developmental education needs	59.6%	58.0%	59.0%	51.1%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	21.9%	25.5%	30.8%	23.9%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	254	276	324	291
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	24.8%	25.1%	21.0%	20.0%
b. Credit students receiving loans, scholarships and/or need-based financial aid	42.4%	42.5%	41.0%	42.7%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	28.1%	27.3%	26.2%	25.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	75.7%	74.9%	72.4%	73.0%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	55.4%	53.0%	46.9%	46.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	4.6%	4.8%	5.1%	5.0%
b. Black/African-American only	15.3%	15.2%	16.0%	16.3%
c. American Indian or Alaskan native only	0.4%	0.4%	0.4%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.2%
e. Asian only	2.1%	2.0%	2.6%	2.5%
f. White only	72.6%	72.7%	70.5%	70.2%
g. Multiple races	3.1%	3.0%	3.2%	3.5%
h. Foreign/Non-resident alien	1.0%	1.0%	1.0%	1.2%
i. Unknown/Unreported	0.8%	0.8%	0.9%	0.8%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$14,646	\$16,485	\$14,177	\$13,052
b. Median income three years after graduation	\$42,874	\$43,381	\$42,553	\$48,800

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	20,634	19,780	18,671	19,142	<b>21,158</b>
b. Credit students	9,555	9,189	8,921	8,991	<b>9,658</b>
c. Continuing education students	11,674	11,147	10,276	10,624	<b>11,500</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	58.4%	60.7%	59.0%	55.6%	<b>62.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	71.4%	71.3%	71.3%	68.9%	<b>72.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	74.2%	67.4%	68.5%	69.5%	<b>70.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		451	535	664	737	540
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	8,416	9,122	9,011	9,561	9,500
	b. Continuing education	368	464	608	267	500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		43.9%	47.3%	49.3%	48.9%	40.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	5,362	4,415	4,800	5,876	4,800
	b. Annual course enrollments	11,321	9,987	10,558	10,666	10,250
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	1,142	1,020	1,090	1,215	1,140
	b. Annual course enrollments	3,523	2,613	2,988	3,346	3,000
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	26.2%	26.0%	28.1%	28.4%	26.5%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		16.5%	16.3%	18.1%	17.7%	16.5%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		20.1%	20.5%	20.9%	21.6%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		8.9%	9.9%	9.9%	9.0%	12.6%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		15.0%	15.6%	12.7%	17.1%	20.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	56.4%	53.8%	53.6%	56.8%	58.0%
	b. College-ready students	67.8%	72.8%	69.2%	70.9%	68.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	52.3%	50.8%	50.8%	57.3%	52.0%
	b. Non-recipients	64.8%	68.6%	64.7%	68.8%	Not Applicable

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		52.2%	51.4%	53.2%	54.8%	54.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	89.9%	88.1%	89.7%	89.3%	90.0%
	b. Developmental completers	88.5%	82.5%	87.0%	83.9%	86.0%
	c. Developmental non-completers	39.7%	40.1%	43.5%	32.2%	Not Applicable
	d. All students in cohort	80.0%	76.5%	81.4%	79.9%	77.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	65.0%	62.7%	71.2%	64.2%	77.0%
	b. Asian only	n<50	n<50	n<50	n<50	n<50
	c. Hispanic/Latino	79.6%	70.6%	n<50	77.2%	77.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	74.0%	68.1%	70.5%	73.5%	74.0%
	b. Developmental completers	61.2%	58.2%	61.0%	59.8%	65.0%
	c. Developmental non-completers	28.6%	30.2%	26.6%	22.8%	Not Applicable
	d. All students in cohort	59.7%	56.5%	59.3%	61.5%	60.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	51.1%	44.7%	46.2%	43.8%	60.0%
	b. Asian only	n<50	n<50	n<50	n<50	n<50
	c. Hispanic/Latino	68.5%	58.8%	n<50	54.4%	60.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	257	286	290	289	280
	b. Transfer degrees	646	718	798	778	844
	c. Certificates	61	55	60	58	72
	d. Total awards	964	1,059	1,148	1,125	1,196
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	1974	1908	1,886	1,951	2,000
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		267	276	300	348	270
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		99.3%	98.7%	96.5%	99.4%	95.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		75.3%	69.4%	53.2%	59.3%	65.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.0%	86.7%	70.7%	75.4%	80.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. NCLEX RN	84.5%	88.3%	87.7%	83.0%	90.0%
Number of Candidates	116	137	122	129	140
b. NCLEX PN	0.0%	0.0%	100.0%	0.0%	90.0%
Number of Candidates	0	0	2	0	0
c. MEDICAL ASSISTING	71.0%	69.2%	74%	61.5%	73.0%
Number of Candidates	14	13	31	13	15
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	90%*	90.1%	90.0%
b. Mean GPA after first year	Not Available	Not Available	2.96	2.98	2.96
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	42.0%	40.9%	40.3%	40.2%	41.0%
b. Academic support	13.7%	13.8%	14.3%	13.8%	14.0%
c. Student services	11.6%	12.1%	12.2%	11.7%	12.0%
d. Other	32.8%	33.2%	33.1%	34.3%	33.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	88.0%	97.0%	89.5%	81.4%	92.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	86.4%	81.3%	85.7%	69.8%	86.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,732	4,013	4,813	3,995	4,100
b. Annual course enrollments	10,155	6,843	8,784	8,364	7,000
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,556	1,817	2,103	1,840	2,000
b. Annual course enrollments	2,231	2,651	3,042	4,903	2,900
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	24	29	25	35	30
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,181	593	799	1,616	700
b. Annual course enrollments	1,508	712	987	1,985	800



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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>

# Howard Community College

## Section 1: Mission

Howard Community College's (HCC) mission statement: Providing pathways to success.

## Section 2: Institutional Assessment

### Academic, Demographic and Financial Trends

Howard Community College experienced a decline in enrollment in credit FTEs in fiscal year (FY) 2018 of 1.98 percent. No enrollment increase was anticipated in FY18. This past year, the college and the Howard County Public School System (HCPSS) entered into an updated memorandum of understanding for dual enrollment. The HCPSS is promoting a new program called JumpStart, which is anticipated to increase our dual enrollment programs significantly over the next few years. However, based on the improving economy and a few years to truly get JumpStart off the ground, the college is expecting little or no increase in enrollment in FY19. In FY18, noncredit FTEs grew 3.18 percent. Total tuition and fee revenues in this division increased \$229,453, or six percent over the prior year. This was a result of Kids on Campus, child care training, allied health and business training courses and contracts. Combining credit and noncredit FTEs the college had an overall decline in FTEs of 1.04 percent.

In summer 2017, the college began the renovation of the former nursing building and the former science and technology building (N/ST). This renovation is due to the opening of the health sciences building in 2013 and the move of the science programs into the new science, engineering, and technology (SET) building in FY17. The N/ST renovation will encompass 62,278 NASF and 107,204 gross square feet and will include social sciences, teacher education classrooms and labs, hospitality and culinary management classrooms and labs, a faculty development center, student learning community spaces, and administrative areas. The design for this space began in FY15, but based on a request from the county, the construction did not begin until last summer. The first phase of this project opened in the spring 2018 with the completion of the N building renovations. The N building has been renamed as Howard Hall and contains administrative offices, the audio-visual department, several learning community spaces, a health lab for continuing education courses, as well as several standard classrooms. The project completion is scheduled for spring 2019 and will encompass the renovation of the Burrill Galleria and ST building, which has been renamed as Academic Commons.

The college's economic position is closely tied to that of the county and the state, with approximately 55 percent of the college's FY18 revenue coming from these two sources. This past year, Howard County experienced a \$7 million projected revenue shortfall, which resulted in a mid-year two percent budget reduction for county agencies, exclusive of the education entities. FY19 is expected to grow only modestly with a projected growth rate of 1.75 percent. This is due to a moderate growth rate in the assessable property base of 2.4 percent in FY19. In addition, FY18 saw a drop in personal income tax collections of \$12 million over a year ago, primarily due to residents planning in anticipation of the federal tax law changes. In FY19, personal income tax revenue is projected to show a modest recovery resulting from an

improvement in wage growth. However, this will be partially offset by a slowdown in anticipated employment growth in a move to full employment. The county's population is aging and the population over the age of 65 is expected to double from 2010 to 2025 as many adults are beginning to age in place. Development patterns in the county are also changing as the attached and multi-unit housing units are increasing, as opposed to single family detached housing that was normally the driver of growth. The multi-unit growth usually features lower residential income and a higher number of persons per unit. Both the aging population and the multi-unit housing increase signal lower income levels and also an increase in service needs. In addition, the county, like the state, is highly reliant on federal employment and procurement, and uncertainty in future federal spending remains a concern.

The college received a three percent increase from the county in the FY19 budget. Long term, the county is limited in land available for development both in quantity and configuration. However, the development of growth corridors and the re-development of downtown Columbia will contribute to the county's long-term economic progress.

The State of Maryland funded the community colleges with a Cade funding formula increase of 2.3 percent for FY19 along with a two million-dollar, one-time grant for colleges that held tuition increases at or below two percent. HCC received an increase of 4.72 percent in FY19 with both the Cade funding and the one-time grant. The economic conditions in Maryland have declined slightly from the prior year. The June 2018 unemployment rate increased to 4.3 percent from 4.1 in June 2017. Maryland ranked 34<sup>th</sup> in the nation in unemployment in June 2018 versus 24<sup>th</sup> in June 2017, with the national average at four percent. Through June, Howard County's unemployment rate was 3.6 percent versus 3.3 percent the prior year and was also the lowest in the state.

The college continues to look for ways to reduce costs. During the FY19 budget process, \$621,100 was saved. This included reductions and savings in the following amounts: \$117,200 in full- and part-time personnel costs; \$335,300 from an early retirement incentive program; \$112,500 in travel, supplies, and mailings; \$16,700 in contracted services; \$12,000 in furniture and equipment; \$9,700 in insurance; and \$17,700 in rebates and the sale of inventory. In FY18, to address changing workforce development needs, the college expanded its Health Care Interpreter Certificate Program and graduated its second cohort of students, with 24 students earning certification. The engineering department added two new courses (Introduction to Life Safety Analysis and Introduction to Aerospace Systems) to better prepare students for employment as engineers in the aerospace and fire protection industries. The Fire Science and Leadership associate of applied science curriculum was revised to include leadership courses that focus on coaching and mentoring. To provide a specialized student engagement experience, service learning for FY18 was implemented in 58 courses throughout the academic curriculum, the highest number of courses to date; and the Step UP success coaching program built upon a major increase in student participation from FY17, growing by an additional 3.9 percent in FY18 to serve 242 students. Students representing several academic areas published original research in the *Journal of Research in Progress*, a new HCC publication.

HCC has been recognized by *The Chronicle of Higher Education* as one of the **Great Colleges to Work For** since FY09 and is the only community college in Maryland to have been selected

ten consecutive times for this honor. HCC has a strong history of excellence and takes pride in its culture of continuous quality improvement.

### **Benchmark Assessment**

Howard Community College is committed to the goals identified in the *2017-2021 Maryland State Plan for Postsecondary Education* and aligns its own strategic goals (i.e., student success, completion and lifelong learning; organizational excellence; and building and sustaining partnerships) with the state plan. In support of the college's mission, these strategic goals guide annual plans (institutional, core work unit, and individual) and budgets. The college's board of trustees has found the Maryland Higher Education Commission (MHEC) community college performance accountability indicators to be useful in guiding these plans.

#### State Plan Goal 1: Access

The college is committed to attracting and retaining a rich diversity of students to its programs, eliminating barriers to students' goal achievement, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems to meet the needs and interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and helped decrease the rate of decline other colleges are experiencing, the total *annual unduplicated headcount* (decreased just by 320 students). As the annual unduplicated headcount for noncredit students decreased to 15,674, that for credit students decreased to 14,220 (down by only 247 students). *Market share of first-time, full-time freshmen* decreased slightly in fall 2017, and the *market share of part-time undergraduates* and *market share of recent, college-bound high school graduates* remains (at 44 percent) in fall 2017 below the benchmark of 50 percent. HCC continues to expand educational opportunities by examining delivery methods, sections and space to ensure optimal access and effectiveness. The college offers a student planning module that allows students to plan, update, and register for courses. Students are able to plan their academic time at HCC and easily see their progress toward completion. *High school student enrollment* (concurrent) increased to 343, surpassing the new benchmark of 275 that the college set two years ago as a goal for 2020.

HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion and both *credit* and *continuing education enrollments in online courses* increased in FY17. Both metrics exceed benchmark levels. The eLearning department continues to revise the online course development process that partners faculty with an instructional designer to ensure that the online course format provides students with an engaging and equivalent experience to traditional formats. The college is also assembling a faculty eLearning research committee that will inform the construction of an eLearning strategic plan, such as efforts to provide more student services online (e.g., online test proctoring). With support from the Howard County Economic Development Authority, the 3-D Innovation Hub offers full-service 3-D printing to students, who can build objects that have real-life applications to future careers, and faculty can develop specialized models to enhance classroom instruction.

A direct indicator of affordability, *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions*, remained well below the benchmark threshold for FY18. On a recent student survey, affordability was by far the most frequently cited primary reason (35 percent) for choosing to attend HCC. To improve affordability and minimize financial barriers to

higher education for students, HCC seeks funding to assist students with tuition.

In FY17, the *unduplicated annual headcount for community service and lifelong learning courses* and the *annual course enrollments* decreased slightly, and both moved slightly away from benchmark level. The *unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses* increased to well over the benchmark this year.

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of programming on the campus climate with a goal to increase cultural competence. In compliance with Maryland State Education Article 11-406, the administration submits plan improvements to the board of trustees and the board submits an annual progress report to MHEC. Initiatives described in the campus cultural diversity report resulted in continuous gains that exceeded the benchmark levels for both credit and noncredit *minority student enrollment compared to the service area population* categories. The *percent nonwhite credit enrollment* increased to 61.8 and the *percent nonwhite continuing education enrollment* slightly increased to 49. Both exceeded the percent nonwhite service area population, 18 or older, and both surpassed the benchmark levels.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for two years in a row. *Percent minorities (nonwhite) of full-time administrative and professional staff* fully recovered from a dip in fall 2016 and exceeded the benchmark level set for 2020. The college's human resources office continues to attend job fairs at institutions with high minority populations and to advertise with minority websites and professional associations.

#### State Plan Goal 2: Success

The college is dedicated to fulfilling students' educational needs, as well as economic and societal development needs of its service area and the State of Maryland. Some of HCC's measures of success focus on retention, persistence, developmental completion, graduation, and transfer. *Fall-to-fall retention rates* for the fall 2016 cohort slightly decreased and still exceed the benchmark for developmental students, while those for college-ready students moved closer to the benchmark. The *fall-to-fall retention rate for non-recipients* increased to 71.3 percent, but the rate for *Pell grant recipients* decreased slightly and fell slightly short of the benchmark for the fall 2016 cohort.

The percent of *developmental completers after four years* increased to 44.9 for the fall 2013 cohort, and is almost at benchmark level (45 percent) set to be achieved by the fall 2016 cohort. The fall 2013 cohort *successful-persister rate after four years* for college-ready students improved over the fall 2012 cohort to achieve 88 percent persistence, exceeding the benchmark of 85 percent. For developmental completer students, the persistence rate remained above the benchmark at 94 percent and increased by five percent for developmental non-completers (56.5 percent). The overall rate for the fall 2013 cohort was 80.6 percent, exceeding the benchmark of 75 percent. The award-winning Step UP coaching program continues to improve success and retention for students by encouraging active participation in their own academic progress. HCC's

student veterans organization continues to provide support to veterans enrolled at the college. HCC and the HCPSS faculty and staff continue to collaborate to align the high school curriculum and instruction with college-level courses. Faculty, staff, and academic leadership collaborate to advance this partnership by identifying new programs and initiatives that support educational needs of HCPSS students and college transition. Specifically, HCC and HCPSS offer Early College programs in network security, cybersecurity, and science, technology, engineering, and mathematics (STEM).

For the 2013 cohort, *successful-persister rates after four years* improved to surpass the benchmark levels for Black/African-American, Asian, and Hispanic/Latino students. Similarly, *graduation-transfer rate after four years* increased for all three minority groups and moved closer to the benchmark for Black/African-American students and Asian students while exceeding the benchmark for Hispanic/Latino students. The success in these areas could be attributed to the student support initiatives, such as Howard P.R.I.D.E. and Ambiciones.

To eliminate barriers and facilitate completion and smooth transfer to four-year institutions, the college has implemented initiatives to improve the *graduation/transfer rate after four years* of college-ready students (70 percent), developmental completers (65.7 percent), and non-completers (27.5 percent), and all students in cohorts (55.1 percent) alike. HCC's virtual advising project that was launched last year and recognized by the League for Innovation with an "Innovation of the Year" Award continues to expand and support more students. The project uses a video conferencing tool embedded in the college's learning management system to offer face-to-face advising for students located anywhere, while also providing a technologically secure, Family Educational Rights and Privacy Act-compliant solution. HCC also continues the learning management system integrated Early Alert program. During the college's annual Completion Fest, students pledged to complete their HCC degrees and dressed in caps and gowns to take pictures. Additional activities held throughout completion week to talk about the benefits and importance of completing a degree at HCC included workshops on completion and transfer, and students engaged in "Completion Bingo." Completion Fest ended with college tours to the University of Baltimore and Loyola University of Maryland.

*Transfer degrees and certificates* increased from FY16 to FY17 by 83, *career degrees* decreased slightly by 10 in FY17 and both metrics remain above the benchmark levels.

Indicative of the college's effort to address critical shortages in STEM fields, *credit awards in STEM programs* continued to increase toward fall 2020 benchmark levels, while *credit enrollment* declined in fall 2017 and remains below the benchmark. HCC established chapters of the Society of Women Engineers (SWE) and 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 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.

*Student satisfaction with educational goal achievement* provides one indicator of HCC's academic success. The 2016 alumni survey showed 99.1 percent graduate satisfaction with educational goal achievement, which was 1.1 points above the benchmark, and *non-returning student satisfaction with educational goal achievement* increased 3.2 percentage points to 71.1 percent, which exceeded benchmark levels set to be achieved by the spring 2019 cohort. *Graduate satisfaction with preparation for transfer* was 84.4 percent, which was just 0.6 percent below the 85 percent benchmark.

In preparation to enter the workforce, new and growing college initiatives have also produced significant improvements in *licensure/certification examination pass rates*. The pass rate of 89.9 percent for the NCLEX-RN (for nursing students) moved closer to the benchmark level and the rate for NCLEX-PN (for practical nursing students) surpassed the benchmark at 100 percent. The 100 percent pass rate for the EMT-Basic exam in FY17 increased and exceeded the benchmark level of 87 percent.

Other measures of success assess students after graduation and at transfer institutions. With a focus on effectively facilitating and maximizing learning for all students, HCC's comprehensive assessment strategies at the course, program, division, and college levels ensure educational effectiveness in support of college and state goals for innovation, student learning, and completion. Students transferring to University System of Maryland (USM) campuses from HCC continue to do well, with 84.9 percent earning a *cumulative GPA after first year of 2.0 or above* in academic year (AY) 2016-17 with a *mean GPA after first year of 2.82*, exceeding the benchmark. Performance data for AY13-14 and AY14-15 transfer students have not been provided by MHEC.

During the college's budget process, the first areas to be addressed are indicators relating to the *expenditures by function*: instruction, academic support, student services, and other. In these measures of cost effectiveness, the percentages on instruction (50.4 percent) and academic support (6.1 percent) in FY17 were slightly below benchmark levels, while student services (10.8 percent) and other (32.7 percent) surpassed the benchmark.

### State Plan Goal 3: Innovation

Ninety two percent of 2016 *full-time employed career program graduates* were *working in a related field* with 91.5 percent *graduate satisfaction with job preparation*. The *unduplicated headcount in continuing education workforce development courses* increased while the *annual course enrollments* decreased slightly in FY17. One of the college's initiatives to promote job preparation is the counseling and career center's one-on-one counseling and vocational assessments.

HCC is committed to developing a highly qualified workforce, responding effectively to shifting workforce needs, and supporting economic and workforce development in Howard County. Using expert recommendations of civic and business leaders who provide a community perspective on the college's Commission on the Future, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland. For example, HCC received the Trade Adjustment Assistance Community College and Career Training federal grant that focuses on growing workforce demands in cybersecurity within Maryland. The college

continues to promote the STARTALK program sponsored by the National Security Agency (NSA), which provides both language learning and cultural experiences so that students not only develop the linguistic skills, but broaden their cultural competency. Students earn four college credits during the fast-track program. The program, recently celebrated its eleventh year anniversary at HCC, graduated 60 high school students in 2018 and it was also featured in *The Baltimore Sun*.

*Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure increased to exceed the benchmark levels. The number of business organizations provided training and services under contract moved slightly away from the benchmark in FY17. Both unduplicated annual headcount and course enrollment in contract training courses decreased slightly in FY17, but employer satisfaction with contract training continued to meet the benchmark of 100 percent.*

### **Response to Commission Questions**

*Successful-persister rate after four years all students in cohort (Indicator 16d)  
Successful-persister rate after four years of African American/Black students (Indicator 17a).  
Graduation-transfer rates after four years all students in cohort (Indicator 18d)  
Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College provided trend data showing that the gap in successful-persister rates and graduation-transfer rates between African American students and all students in the cohort has widened over time (a 4.4 percentage point gap in the successful-persister rate for the Fall 2009 cohort versus a 9.7 percentage point gap for the Fall 2012 cohort; similarly, a 5.1 percentage point gap in the graduation-transfer rate for the Fall 2009 cohort versus a 11.2 percentage point gap for the Fall 2012 cohort).

The institution acknowledges these trends in its report and states that it “continues to monitor the retention and success of minority and all students, and by implementing initiatives to positively impact these rates, the College seeks to eliminate gaps in persistence, transfer, and goal attainment.”

Please describe these initiatives, how they are evaluated, and what additional steps the College is taking to address this widening gap, especially in light of aggressive benchmarks set African American students in the Fall 2016 (FY2020) cohort.



**Response:**

Howard P.R.I.D.E. was established to help close the achievement gap of Black males, who are the most “at-risk” population within the institution. The program began in fall 2012 and is designed to provide student success services to Black male students in an effort to assist participants in maintaining good academic standing (a minimum of 2.0 grade-point average), to complete developmental math requirements, and to increase their retention, transfer and graduation rates. Assistance with math, particularly developmental math, is a key component of the program. Another significant offering of the program is mentoring. The program helps students develop leadership and personal skills, such as public speaking and interviewing for a job. The program’s Black Male Summit is designed to: 1) listen to students as they describe their experiences at HCC; 2) identify obstacles that may stand in the way of Black male student success at the college; 3) implement suggestions for improving HCC services and offerings; and 4) provide an opportunity for students to network. In academic year 2017-18, Howard P.R.I.D.E. served 205 students.

This initiative is evaluated annually by the office of planning research and organizational development and the associate director of Howard P.R.I.D.E. The performance metrics include two years after entry retention rates, fall-to-spring retention rates, as well as graduation and transfer rates. As a result of these initiatives, the successful persistence rate gap for African-Americans narrowed to 7.4 percent for the fall 2013 cohort versus a 9.7 percent for fall 2012 cohort. Similarly, there was a decline in the gap of the graduation-transfer rate for the fall 2013 to seven percent versus a 11.2 percentage point gap for the fall 2012 cohort. The graduation-transfer rate for African-Americans for fall 2013 is at 48.1 percent, the highest it has ever been and just less than two percentage points from the benchmark of 50 that was set for the fall 2016 cohort. Successful persistence rate for African-Americans is at 73.2 percent, again at its highest level so far, and it is already exceeding the aggressive benchmark that has been set at 72 percent for the fall 2016 cohort.

### **Section 3: Community Outreach and Impact**

Howard Community College is dedicated to building community among its students, faculty, and staff, and as a vital partner in the intellectual, cultural, and economic life of Howard County. The college cultivates engagement with all segments of the community and takes a leading role in workforce training and supports economic development efforts within the county through community, business, and educational partnerships.

#### **Collaboration with Other Educational Organizations**

HCC has entered into partnerships with four-year institutions, other Maryland community colleges, and the HCPSS to help learners move easily through the system by providing diverse programs strengthened by collaboration, smooth transfer of knowledge, improved utilization of resources, staff development, and workforce readiness. The college continues to seek other partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

HCC’s partnership with Prince George’s Community College in administering the Laurel College Center, a regional higher education center, provides multi-level higher education

opportunities to advance workforce development and support the attainment of degrees. Students may earn six different associate degrees at the LCC. University of Maryland University College offers courses toward three bachelor's degree programs at the LCC. In fall 2015, the University of Maryland School of Nursing began offering its RN to BSN program at LCC, and a partnership with University of Maryland, College Park offers a master's certification in elementary education (MCERT). Credit courses, noncredit job skills training, and personal enrichment courses are offered at the LCC. Admissions and registration, academic advising, tutoring, test center services, and a bookstore are available on site.

With a focus on college readiness and completion, HCC collaborates on a number of initiatives with the HCPSS. The president's team, faculty, and staff meet regularly with HCPSS leadership to discuss initiatives that support the learning needs of both institutions' students and provide greater opportunities for them, such as Early College programs and dual enrollment opportunities. These students will begin taking classes at HCC this fall. Twenty-two students successfully completed the first year of the Early College program in network security. HCC's department of teacher education regularly meets with site liaisons from 20 HCPSS partnership schools to review policies and procedures and to plan participant activities for teacher education courses that require a field experience. The college continues to offer affordable, safe, and academically enriching study abroad programs for students.

HCC is participating in the Improving Undergraduate STEM Education (IUSE) initiative that aims to build and use evidence-based practices to improve science, technology, engineering, and mathematics (STEM) instructional practices and to promote collaboration between STEM disciplinary experts, educational researchers, and STEM education practitioners. Howard Community College will partner with the University of Maryland, Baltimore County, the Community College of Baltimore County, Anne Arundel Community College, and Montgomery College over a five-year period to conduct research, develop curriculum, and implement innovative strategies to improve STEM student learning outcomes. The program objectives are to map the curriculum across the participating institutions for the four course sequence taken by biology majors in their first two years of college; to develop, implement, and assess quantitative modules for each of the courses; and to integrate stronger quantitative reasoning across the four-course sequence. An inter-institutional faculty development community will be convened to train faculty on evidence-based teaching approaches and the pedagogical use of the quantitative modules developed by the disciplinary experts. The SET faculty are looking forward to collaborating with partner institutions on this transformative and innovative project.

This year, HCC is Maryland's leading community college providing career pathways for certified nursing assistant and patient care technician continuing education students to gain employment at Johns Hopkins Hospital (JHH) through the JHH SOARING (Success, Ownership, Accountability, Responsibility, Respect, Independence, iNtegration, and Growth) Program. For the past six years, the SOARING Program has provided 91 of HCC's continuing education students with a 10-week paid mentoring position, which provides students with training to work in highly challenging units, such as surgical intensive care, medical intensive care, and surgical transplant. Once the mentorship opportunity is complete, students are required to work an additional year within the unit where they were trained. Students enrolled in the certified nursing assistant and patient care technician training courses through the division of

continuing education and workforce development are often dually enrolled in HCC's credit nursing program.

### **Collaboration with Business and Industry**

HCC is a principal player in Howard County's vibrant economic and business sector. The college values and seeks to enhance its collaborations with the business community. The college's continuing education and workforce development (CEWD) division routinely partners with the Howard County Chamber of Commerce, Columbia Workforce Center, Lawyer's Advantage Title Group, two medical facilities for nursing students' clinical rotations, ten pharmacies for Pharmacy Tech externships, and various other local businesses and organizations. The strategically located Ecker Business Training Center (BTC) is crucial to HCC's workforce development and business outreach efforts. The BTC provides a vital resource for training, meetings, and other services needed throughout the state. In FY18, CEWD trained 13,904 students in workforce development training, which included 9,079 employees from 30 different employers trained through the BTC. In cooperation with the Howard County Chamber of Commerce, HCC hosts job and career fairs each fall and spring and HCC's president serves on the board of directors of the Howard County Chamber of Commerce and the Howard County Economic Development Authority.

Through HCC's Center for Entrepreneurial and Business Excellence (CEBE), students are mentored and coached by successful entrepreneurs to launch their fledgling businesses. Recent partnerships include the Howard County Chamber of Commerce, Leadership Howard County, the HCPSS, and the Maryland Center for Entrepreneurship. The CEBE has launched a course in social entrepreneurship as a requirement in the entrepreneurship degree program and students from the program participate in internship experiences with community businesses such as Super Book Deals, Healthy Howard, Ryland Homes, and Applied Defense Solutions. In FY18, 33 students worked with business coaches in this individualized program and 10 of these have moved into successful startup businesses. CEBE sponsors two entrepreneurial celebrations each year where students have the opportunity to pitch their business ideas and a local business funds student prizes for the best three business ideas. Students utilize the funds to launch their business or to pay for their college expenses. Each academic year, 180–220 students create their own business concepts in an introductory class, entrepreneurship and creativity, and learn to pitch their ideas to a business audience from the community.

### **Community Connection**

The college's reach into the community is broad and deep. It welcomes and seeks to expand opportunities to be involved with all segments of the community and is encouraged by the number and variety of community stakeholders engaged in discussion of their educational needs. HCC collaborates with its many community partners to ensure a valuable contribution to the learning needs of all citizens.

HCC provides multiple offerings for students with disabilities. The college's Project Access program facilitates the transition of high school students with disabilities to postsecondary education, with a goal to increase the success and retention of HCC students with disabilities and to improve career counseling and job placement services for students with disabilities. The program offers a summer institute, college fairs for students with disabilities, study skills

courses, and educational assessment in addition to in-service training for Howard County counselors and special educators. Continuing education and workforce development's REACH program provides intensive instruction that leads to developmental English. CORE, also part of CEWD, serves adults with developmental disabilities, providing skill and academic maintenance and life skills development.

CEWD partners with the Department of Mental Health and Hygiene to offer Tuberculin (TB) skin test training and statewide conferences in zoonotic and infectious diseases, TB updates, and sexually transmitted infections. CEWD also partners with local government, HCPSS, Maryland State Department of Education, Howard County Department of Recreation and Parks, Howard County Fire and Rescue Services, Community Action Council, Howard County Office on Aging, Howard County Health Department, and various other federal and state government agencies. The Adult Basic Education/GED Preparation program serves about 600 students per year. In FY18, more than 120 students were awarded their diploma in the annual November ceremony. Many students who earn diplomas continue to take noncredit certification or credit classes. ABE and job preparation classes are also offered at the Howard County Detention Center. The ELC continues to partnership with Naju City, South Korea. This year, 30 Korean middle school students and their chaperones arrived from Maryland First Lady Yumi Hogan's home town of Naju City, Republic of Korea. The students were here to study English and experience American culture. The ELC also partnered with British Institute of Management and Technology in Ivory Coast and hosted four cohorts of MBA students from the institute. The students learned about career planning, entrepreneurship, fundraising, international business ethics, strategic management, international non-governmental organizations, as well as business principles specific to the United States including intensive English language skills, U.S. market economy model, U.S. trade agreements, and how Americans think.

The college's dental hygiene center partners with a number of Howard County agencies and the community at large to offer high quality, affordable services performed by dental hygiene students under the supervision of a clinical dentist. The college's two art galleries featured a variety of artists, while Rep Stage, an award-winning professional equity theatre in residence at HCC, had wide community support and served as an important learning platform for students. The annual Community Market Festival promoted the benefits of purchasing from local vendors. This year's nine-week summer Kids on Campus program served 1,714 participants (ages seven to 17), who enrolled in a total of 284 classes, such as Caricature, Drone Pilot 101: Build Your Own, Take it Home!, Preparation for the SAT, and Slime Science. Enrollments totaled 4,959, which is a two percent increase from last summer. The college's commitment to local businesses and the community extends beyond the classroom by providing event space for educational, business, and community groups, serving more than 185,000 individuals through cultural activities, public meetings, and sporting events last year.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	62.4%	62.0%	63.2%	64.8%
B. Credit students with developmental education needs	71.8%	66.2%	63.4%	63.7%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	20.4%	23.8%	25.5%	23.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,327	2,387	2,434	2,517
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	21.4%	24.1%	22.9%	23.7%
b. Credit students receiving loans, scholarships and/or need-based financial aid	31.1%	35.3%	34.6%	39.8%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	36.0%	36.0%	35.5%	36.2%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	56.0%	50.0%	58.0%	57.8%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	47.9%	45.3%	41.4%	44.9%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	9.1%	10.1%	10.3%	10.1%
b. Black/African-American only	28.6%	28.5%	28.4%	29.4%
c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.3%	0.3%
e. Asian only	11.4%	11.7%	11.6%	11.5%
f. White only	39.1%	37.5%	36.8%	35.1%
g. Multiple races	4.4%	4.6%	4.7%	5.1%
h. Foreign/Non-resident alien	4.3%	4.4%	4.5%	4.9%
i. Unknown/Unreported	2.6%	2.6%	3.1%	3.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$15,011	\$16,279	\$16,962	\$11,764
b. Median income three years after graduation	\$48,967	\$52,588	\$50,502	\$53,709

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	29,621	29,415	29,489	29,169	<b>30,500</b>
b. Credit students	14,538	14,604	14,467	14,220	<b>15,000</b>
c. Continuing education students	15,735	15,366	15,751	15,674	<b>16,000</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	35.8%	39.1%	38.9%	33.4%	<b>39.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	70.9%	68.7%	69.0%	67.8%	<b>72.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	53.6%	37.9%	45.0%	43.7%	<b>50.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		167	240	283	343	275
6	Annual enrollment in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	8,196	9,499	10,672	10,773	9,800
	b. Continuing education	1,186	1,365	2,486	2,723	1,500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		52.2%	52.2%	51.7%	52.4%	55.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	4,813	5,035	4,929	4774	5,200
	b. Annual course enrollments	9,286	10,296	10,387	10162	10,500
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	2,669	2,719	2,844	2868	2,700
	b. Annual course enrollments	5,747	6,114	6,383	6110	6,200
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	58.0%	59.6%	60.2%	61.8%	58.0%
	b. Percent nonwhite continuing education enrollment	47.2%	48.2%	48.2%	49.0%	47.7%
	c. Percent nonwhite service area population, 18 or older	41.5%	42.7%	43.7%	44.9%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		22.9%	23.2%	24.3%	27.8%	24.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		28.2%	27.7%	27.5%	30.8%	28.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	63.8%	60.8%	64.7%	63.8%	62.0%
	b. College-ready students	67.5%	58.1%	56.9%	57.4%	58.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	65.9%	59.5%	63.2%	61.5%	62.0%
	b. Non-recipients	66.9%	68.0%	67.8%	71.3%	Not Applicable

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		38.5%	39.8%	41.0%	44.9%	45.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	85.9%	82.9%	85.6%	88.0%	85.0%
	b. Developmental completers	91.3%	93.7%	92.1%	94.0%	91.0%
	c. Developmental non-completers	49.1%	52.3%	51.5%	56.5%	Not Applicable
	d. All students in cohort	73.7%	75.9%	76.4%	80.6%	75.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	66.3%	70.6%	66.7%	73.2%	72.0%
	b. Asian only	83.6%	80.2%	84.7%	87.3%	82.0%
	c. Hispanic/Latino	66.1%	67.0%	73.0%	75.9%	72.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	67.4%	65.5%	67.9%	70.0%	70.0%
	b. Developmental completers	60.8%	62.9%	64.7%	65.7%	65.0%
	c. Developmental non-completers	26.9%	31.2%	25.5%	27.5%	Not Applicable
	d. All students in cohort	49.6%	52.3%	52.5%	55.1%	55.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	42.5%	46.4%	41.3%	48.1%	50.0%
	b. Asian only	58.6%	51.6%	56.5%	59.8%	60.0%
	c. Hispanic/Latino	39.4%	40.2%	46.0%	43.3%	43.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	326	283	314	304	290
	b. Transfer degrees	787	882	854	937	900
	c. Certificates	93	114	81	65	100
	d. Total awards	1,206	1,279	1,249	1,306	1,290
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	4,223	4,309	4,125	3,467	4,400
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		449	470	480	474	500
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		98.6%	98.8%	95.8%	99.1%	98.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		60.8%	61.8%	67.9%	71.1%	69.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.6%	92.3%	79.0%	84.4%	85.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. NCLEX - RN	72.1%	83.1%	89.5%	89.9%	90.0%
Number of Candidates	161	172	133	129	Not Applicable
b. NCLEX - PN	93.8%	100.0%	100.0%	100.0%	97.0%
Number of Candidates	16	16	11	7	Not Applicable
c. EMT -B	100.0%	77.0%	86.0%	100.0%	87.0%
Number of Candidates	32	52	28	10	Not Applicable
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	85.5%	84.9%	86.0%
b. Mean GPA after first year	Not Available	Not Available	2.81	2.82	2.78
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	51.6%	50.5%	50.9%	50.4%	51.0%
b. Academic support	6.1%	6.4%	5.5%	6.1%	7.0%
c. Student services	10.8%	10.5%	10.8%	10.8%	10.0%
d. Other	31.5%	32.6%	32.8%	32.7%	32.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	93.8%	87.0%	89.1%	92.2%	90.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	89.8%	95.0%	75.0%	91.5%	90.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,606	7,847	8,165	8231	8,500
b. Annual course enrollments	14,384	13,387	13,661	13489	13,930
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,611	2,436	3,170	3176	3,000
b. Annual course enrollments	3,920	3,903	4,681	4807	4,000
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	35	27	34	30	35
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	6,278	5,750	5,692	5531	6,000
b. Annual course enrollments	10,795	10,253	10,228	9273	10,800



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	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	96.8%	100.0%	100.0%	100%	<b>100.0%</b>

# MARYLAND HIGHER EDUCATION COMMISSION 2018 PERFORMANCE ACCOUNTABILITY REPORT

## MONTGOMERY COLLEGE

### MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

### INSTITUTIONAL ASSESSMENT

Montgomery College was recently engaged in a self-study as required by the Middle States Commission on Higher Education reaccreditation process. This self-study provided a unique opportunity for the College to analyze its strengths, challenges, and opportunities in the context of the accrediting body's seven standards—and it helped the College examine its mission, ethics, teaching practices, student support, assessment, planning and budgeting, and leadership and governance through objective lenses. The Middle States Commission on Higher Education reaffirmed Montgomery College's accreditation in June 2018 and commended the College for the quality of the self-study.

*Maryland State Plan — Goal 1, Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.*

Dedicated to academic excellence in teaching and learning with laser-focused attention on the academic success and personal and professional growth of its students, Montgomery College is a comprehensive, multi-campus and multicultural two-year post-secondary institution that attends to the education and workforce needs of Montgomery County. Montgomery College offers practical education for all, and sets students on the path for success in the real world. In addition to the three campus locations, the College has a well-established distance-learning program and a robust Workforce Development & Continuing Education (WDCE) unit. These channels give students ample access to an affordable college education. We set our students on the path for success in the real world.

### Significant Demographic Trends

In FY17, the College educated and trained 55,243 unique students (**Indicator 1a**): 32,752 were credit-bearing students and 24,064 were noncredit students (**Indicator 1b**). More than 1,500 students enrolled in both the credit and noncredit sectors. The student body of Montgomery College is a microcosm of Montgomery County's ethnically and culturally diverse population, which is in a constant state of change as the number and percentage of non-white residents rapidly increasing. Hispanic or Latino residents are the fastest-growing segment of the population in the county—and have been since 1990. Recent service area population data show that nearly 54 percent who are 18 years of age and older, are nonwhite (**Indicator 10c**). Nonwhite students currently account for 74.6 percent of credit enrollment (**Indicator 10a**). The

race/ethnic composition of full-time faculty (**Indicator 11**) and administrators (**Indicator 12**) is also changing: full-time nonwhite faculty representation increased from 32.4 percent in fall 2014 to 34.5 percent in fall 2017, while full-time nonwhite administrators increased from 38 percent to 43.7 percent. Both indicators are progressing toward the benchmark.

### Credit enrollment

The number of credit bearing students is down 9.6 percent compared to fall 2014 (from 36,236 to 32,752). Cultural shifts, the college-going rate of recent high school graduates, an improved economy (and low unemployment rate), and the vast competition for students from Montgomery College's jurisdiction are likely factors related to credit enrollment contractions. College enrollment projections suggest that enrollment will continue to recede over the next few years, followed by measured increases when increased students in lower grades begin moving through the high school pipeline, which will stimulate future enrollment growth. Of all Montgomery County residents who attend any college in Maryland in a given fall semester, the College nets 40 to 43 percent of first-time full-time students (**Indicator 2**) and 73 to 75 percent of first-time part-time students (**Indicator 3**). More than 50 percent of college-bound high school graduates (**Indicator 4**) attend the College and the number of students who attend college while still enrolled in high school (**Indicator 5**) is at its highest level (643 students) in four years. As such, the college anticipates slow enrollment growth and an increase in market share over the next few years as reflected by benchmarks for indicators 1a, 1c, 2, 3 and 4; and a 20 percent increase in indicator five.

Nearly half (44 percent) of Montgomery College students work 20 hours or more per week while attending school (**Indicator G**). A consistent 65 to 66 percent attend college part-time (**Indicator A**). Almost a third (31.3 percent) of credit students are 25 years of age or older (**Indicator F(a)**). First-generation college students (**Indicator C**) fluctuate between 24 percent and 30 percent. Roughly 9,000 students take English for Speakers of Other Languages (ESOL) courses (**Indicator D**). Students entering the College with academic deficiencies is declining (**Indicator B**): 66 percent in fall 2015 to 54 in fall 2017. Fifty three percent of the student body receive some type of financial aid to cover the cost to attend Montgomery College (**Indicator E**); and a sizeable percentage of students (26.5 percent) are awarded funds from the need-based federal Pell grant.

### Online Courses and Programs

For students who do not have the time or those who choose not to be physically on campus, but still want access to a college education, the College offers a wide range of online credit and noncredit courses (**Indicator 6**) and four online degree programs (business, computer science and technologies, criminal justice, and general studies). The College also is actively pursuing completely online articulation agreements with four-year transfer institutions that also offer degrees in an online format. Enrollments in online credit courses continue to increase and are up 13 percent since FY14 (from 20,291 to 22,929), while enrollments in noncredit courses show a two-year decline (from 1,384 in FY15 to 958 in FY17).

Montgomery College (MC) is engaged in several activities, programs, and initiatives that directly support *Goal 1* of the Maryland State Plan for Higher Education, especially regarding readiness of high school students. Recruiters customize visits to each high school in Montgomery County

at the beginning of each academic year to determine from college and career coordinators which services and programs at MC would most likely best help their students' Accuplacer preparation. Currently in its fifth year, Achieving Collegiate Excellence and Success (ACES) is a program designed to increase college readiness and/or reduce the need for developmental course work prior to entering college. College faculty work with 11th and 12th grade students from underrepresented racial or ethnic backgrounds or those who are the first in their family to attend college in 14 Montgomery County high schools to provide academic reading, mathematics, ESL, and SAT/ACT workshops. Trained coaches proactively monitor and interact with students regarding academic progress, as well as provide services, structures and communities that can mitigate access to and success in college. The Early College Program is another access initiative that is worth noting. Beginning in fall 2018, qualifying students gain access to and attend MC full-time during their 11th and 12th grade years of high school. During their tenure at the College, students can simultaneously earn a degree in selected programs and fulfill the completion of their high school requirements.

### Affordability

On average, the cost to attend Montgomery College is 53.7 percent of the cost to attend a public four-year college or university in Maryland (**Indicator 7**): a cost savings of \$4,286 for a full-time student taking a 15 credit-hour load. Tuition rate increases have been modest; most fees have remained unchanged for many years. To help make college accessible and minimize the cost of education, the College offers digital, rental, online, used, and competitively priced instructional materials through the College's bookstores; faculty increasingly make use of free open educational resources (OER courses saved students an estimated \$1 million in FY18); and free shuttle transportation to travel among campuses. The 55 percent benchmark is viable.

Financing education can be a hurdle to access and completion, especially for those not familiar with the financial aid process. When students apply for their first educational loan, the college delivers financial literacy sessions as a means to educate students about educational debt, strategies to lower educational debt and increase receipt of grants and scholarships. The College spearheads a comprehensive outreach and social media campaign to inform current students and the community about workshops, application deadlines, and individual financial aid advising to assist and increase the number of students to complete the entire financial aid process—from FAFSA through verification. First Year Experience classes also incorporate financial literacy into course content. The TRIO Educational Opportunity Center broadens its reach to cultivate financial literacy through financial aid workshops and sessions for non-traditional students and prospects via partner resources and county agencies (i.e., Community Engagement Centers; WorkSource Montgomery, the Housing Opportunities Commission, the Maryland Multicultural Youth Center, and Montgomery County Department of Corrections and Rehabilitation). Activities such as these help students gain access to the College and make educated financial decisions, and are in direct support of *Goal 1* and related strategies of the State Plan.

### Noncredit Students

A vital function of MC is to produce an educated and prepared workforce with the added responsibility to be accessible to the community beyond brick and mortar, which supports *Goal 1*. In addition to career credit programs, a primary goal for many students is to enhance skills and certification credentials for employment. WDCE offers affordable, practical, and convenient

classes and training in a wide range of areas that spurs economic growth and vitality. Enrollment in continuing education is up 8.2 percent above FY15's figure (from 22,224 to 24,064). The majority (71.6 percent) of continuing education students are 25 years of age or older (**Indicator F**) and the percent of nonwhite students increased from 62.5 percent in FY14 to 71.6 in FY17. New course offerings in the open enrollment series, increased grant activity that reduces student out-of-pocket costs, and greater numbers of students attending classes through employer-sponsored training are factors related to gains in enrollment.

Montgomery College Career Preparation and Training Resource Guide, a 200-page resource, contains program contacts, credit and noncredit course descriptions, and valuable resource information about job-seeking program aids as a means to inform current and prospective students, many of whom are nontraditional students, about course offerings.

In FY17, WDCE served 8,139 individual students and actualized 12,600 annual course enrollments in continuing education community service and lifelong learning courses (**Indicator 8**). Compared to the previous year, student headcount increased in 4.5 percent (7,790 to 8,139) and 3.7 percent (12,156 to 12,600) respectively. Continuing education basic skills and literacy course enrollment (**Indicator 9**) increased 5.9 percent (6,619 to 7,009) and exceeded the benchmark, while annual course enrollments increased slightly (11,726 to 11,797). WDCE anticipates growth in both individual students and course enrollments over the next few years as reflected in the established benchmarks.

*Maryland State Plan — Goal 2, Success: Promote and implement practices and policies that will ensure student success.*

### **Significant Academic Trends**

The intellectual and academic experiences that students encounter while attending Montgomery College enhance and enrich their lives on a multidimensional level. The College is a gateway to future possibilities and opportunities. From an academic perspective, students attend the College with a wide range of academic needs (i.e., academic preparedness, learning styles, linguistics). They also attend with varied aspirations—from transfer preparation to the acquisition of a degree: from personal enrichment to updating job skills. To be successful, students need to be academically prepared and committedly persistent.

#### Academic Preparedness and Retention

More than half (54.4 percent) of new entrants enrolled at the College in fall 2017 with developmental needs in one or more content area (**Characteristic B**). Of the new students that entered the College with developmental needs in fall 2013 (**Indicator 15**), almost 55 percent completed developmental coursework in assessed areas within four years. Degree progress data suggests that when students complete developmental course work (**Indicators 16**), their rate of academic persistence is closely comparable to college-ready students.

#### Degree Progress Cohort: Graduation, Transfer, and Persistence

Degree Progress is a cohort model that tracks the success of first-time full- and part-time students over a four-year period with the added dimension of attempting at least 18 credit hours within two years of initial enrollment, regardless of their level of academic preparedness.

Data on the most recent degree progress cohort (fall 2013) reveal the four-year graduation-transfer rate (**Indicator 19**) to be 48.2 percent. Academically prepared students are much more likely to graduate and/or transfer within four years (67.7 percent) than students who enter with developmental needs: 54.6 percent for students who completed and 23.3 percent for students who did not complete developmental coursework. Compared to the previous cohort groups, the graduation-transfer rate increased about four point for Asian (from 55.7 percent to 59.8) and Hispanic (34.2 percent to 38 percent) students, while the rate for Black students rose six points (from 39.7 to 45.3 percent). Increased attention on completion, articulation agreements with four-year colleges, and the streamlined redesign of programs like general studies and general education that now have clear pathways to completion will have a positive effect on this outcomes measure for future cohort groups. Modified course placement initiatives, the use of multiple measures of academic readiness and other emerging strategies seem promising. The College expects to raise graduation-transfer rates to 80 percent for both indicators by the end of assessment period.

More than three-quarters (75.5 percent) of the fall 2013 cohort are successful persisters – meaning these students either graduated and/or transferred, accumulated 30 credits with a minimum cumulative GPA of 2.0, or were still enrolled at the end of the assessment period. The gap between college-ready students (86.4 percent) and developmental completers (85.6 percent) narrowed significantly compared to previous cohort groups. Comparatively, developmental non-completers are far less likely to persist (49.8 percent), though the rate of persistence increased nearly four points. Persistence rate by race/ethnicity show little to no change for Black and Asian students. The rate for Hispanic students increased one point. Aggressive changes in programs and support systems, like embedded support in the classroom and intrusive advising are expected to impact these indicators substantially for subsequent cohorts to actualize the 90 percent benchmark by fall 2020.

#### Pass Rates on Licensure/Certification Exams

One measure of success in several health programs (radiologic technology, physical therapy and nursing) is the pass rates of graduates on the licensure exams on their first attempt (**Indicator 25**). Four years of data show that the licensure pass rates for radiologic technology (94 percent to 100 percent) and physical therapy (consistently 100 percent) graduates have been consistently high. Learning support from faculty, the staffing of open lab hours, providing online learning materials, administering practice board exams during the final semester of the program, and providing students with detailed study plans to increase their success on the National Board Exam are contributing factors to students' performance.

The licensure pass rate for nursing students has greatly improved. The pass rate in nursing in FY17 (87.02 percent) is 10.82 points higher than the previous year. FY16 (76.2 percent) was 1.3 points above the FY15 pass rate (74.9 percent). The nursing program continues to implement multiple initiatives (i.e., revision of re-admission policy, early detection system, three-day NCLEX RN review) to enhance performance on the exam. The processes and implementation of curriculum revisions and the integration of new teaching modalities have taken two or three years to demonstrate the effectiveness on licensure pass rates—and these revisions have made a positive effect on the nursing pass rate on the licensure exam. As such, a continual, but gradual

uptick in exam performance is expected. The benchmarks for the three health programs are set at a sustainable level.

### Completion and Transfer

Completing the requirements for an award is a noteworthy accomplishment. Overall, the number of awards granted in FY17 declined slightly (15 fewer awards). Montgomery College granted 2,823 awards in a combination of associate degrees and certificates (**Indicator 20**): 583 career degrees, 2,028 transfer degrees, and 212 certificates. Transfer program awards increased four percent (from 1,943 to 2,028), while career degrees declined four percent (from 608 to 583). Awards in certificates continue to decline, dropping sharply this current reporting period (287 to 212). Awards in STEM (science, technology, engineering, and mathematics) are up nearly five percent (from 786 to 822), even though enrollment in STEM programs declined (from 5,646 to 5,487). With a focus on completion and academic initiatives to support the completion agenda, despite the declines in awards, the benchmarks are set at levels that the College can achieve.

Nearly 85 percent of respondents to the graduate follow-up survey expressed satisfaction with their educational goal achievement (**Indicator 22**). Approximately 86 percent reported they were satisfied with transfer preparation (**Indicator 24**). Sixty-two percent of career program graduates expressed satisfaction with job preparation (**Indicator 29**); and 64.9 percent of career program graduates reported full-time employment in a related field (**Indicator 28**). The benchmark for all graduate follow-up indicators are set at 90 percent. The level of satisfaction for two of these indicators (job related) are lower than desired. Expanded partnerships in business and industry—and attention to the academic side of changing needs in various industries, particularly in career areas, might well be an avenue to explore to understand influential factors in student satisfaction issues.

Montgomery College employs a variety of activities to promote student success. In-class academic advising is in practice in most of the top enrolled programs, as well as program-advising guides, each with an assigned program advisor. Montgomery College is a participant in the Achieving the Dream (ATD), is a national reform network committed to systemic change in the nation's community colleges, with the ultimate objective of increasing student success and completion, especially among disadvantaged students. Participation in ATD has propelled the College to be deliberately bold, holistic, and innovative in student success strategies that will be sustainable over time. As such, the College implemented an alternative placement program, designed to decrease time-to-college-level-work and time-to-degree. The first Integrated English, Reading, and Writing (IERW) courses, offered in fall 2017, reduced developmental English requirements from four to two courses. High school transcripts are used to place students in credit English and math courses, who might otherwise have tested into developmental sections. Students participate in one-to-one individualized academic coaching and embedded classroom support, particularly in disciplines with high DFW rates (e.g., accounting, biology, chemistry, and math).

To facilitate completion of degree requirements, in 2016, the College implemented a transferable redesign of the General Education program with degree pathways that students can clearly understand. General Studies has also had a major redesign that was implemented in fall 2016, resulting in increased rigor and depth, clear core programs, a requirement for 15 credits at the 200-level, as well as pathways to completion for each core. Intensive efforts are underway to

enhance the transferability of courses to four-year institutions that are taken at Montgomery College, as well as working to expand the number of articulation agreements with four-year colleges and universities that will accept the two-year degree as sophomore level completion.

The College's Office of E-Learning, Innovation, and Teaching Excellence (ELITE) provides comprehensive services that empower students with skills that are essential in distance education or technology-driven courses. Learning Centers and Academic Support Centers give students tools, skills, and confidence needed to succeed in college and beyond. Faculty meet individually with students to make use of Learning Centers, provide review sessions before exams, allow for retest of the first exam, among other initiatives, which have resulted in a decrease in the rate of course fail rates. Staff generate direct referrals to Counseling and Advising for student veterans in the Combat2College program who require additional assistance with navigating the College, or are experiencing academic difficulties and need intervention. These activities, programs and strategies directly support *Goal 2*, with a deliberate focus on student success.

### **Significant Financial Trends**

The College, in alignment with the county, continues to implement cost-saving measures while making a concerted effort to fund its primary mission of teaching and learning. Data for FY17 show a modest decrease in Other (from 36.6 to 35.9 percent) with an offsetting modest increase in Academic Support (from 17.0 to 17.7 percent). All other indicators are consistent year over year. The College achieved cost savings through seat utilization strategies and reductions in instructional salaries to reflect lower enrollment. In addition, the College continues to seek savings by reducing contracted services, a reduction in temporary staffing and the re-allocation of positions.

***Maryland State Plan — Goal 3, Innovation: Foster all aspects of Maryland higher education to improve access and student success***

The College has been quite innovative in improving access and student success. One innovative initiative is the Middle College program (MC<sup>2</sup>), which lets students earn an associate's degree while in high school. Another program, The Peer2Peer program, provides three key areas of support for students: Peer Educators, Peer Mentors, and Peer Navigators. Peers trained in leadership in their various areas, provide peer support to aid in the "learning" success of their student peers.

Developmental math is a concern at many institutions across the nation; many students find it difficult to complete a math credit within two years. To address this concern, the College is involved in the First in the World Program (FITW) grant program, which is an initiative to implement and evaluate a statistics pathway in order to accelerate developmental students' progress into credit-bearing postsecondary courses and help more of those students reach certificate or degree completion effectively and efficiently. At Montgomery College, this new developmental pathway led to the creation of a new math course: Foundations of Mathematical Reasoning. Students work on the development of algebraic and numerical skills in a context of applications and problem-solving skills to prepare students for a mathematics foundation course. This course uses an innovative approach to teaching math: a structure, content, and pedagogy



aimed at developing the student in a more holistic manner, teaching them how to “be” a math student and to think analytically about the math problems presented in the course. In academic year 2017, over 200 students completed this course, with 82.3 percent earning grades of A, B, or C. While preliminary results are promising, the College will continue to monitor the data so that the most appropriate decisions for math pathways at Montgomery College can be determined.

Montgomery College’s business and industry collaborations, through customized contract training and grant cultivation and development, directly support the state *Goal 3* on innovation and increasing new partnerships for the collaborative benefit of improving workforce readiness. Employer interactions occur in business and industry advisory committees, cooperative education and internship programs, competitive grant applications draw on input from local employer communities, and curricular redesigns are based on the latest input from local employers requesting customized training to keep their employees current in the marketplace.

Collaboration with the Montgomery County Correctional Facility to bring college programs to residents of correctional and detention facilities in the county is ongoing to provide educational and vocational offerings that give inmates skills to join the workforce after their release. MC also offer classes in workforce development, building trades, developmental reading and math, and digital literacy in the Model Learning program.

College faculty and staff participate in dozens of groups with liaisons from specific industry sectors, including the Biotech Advisory group, Maryland Center for Construction Education, Innovation, Workforce Investment Board, Maryland Economic Development and Business Climate Commission. Collaboration of MC faculty and staff with community members and industry advances the success of students. Academically, such partnerships often allow industries to provide valuable guidance about instructional content so that classes match the content in evolving fields. For example, in response to calls for specific skills in the workplace and improve workforce readiness, the College, in partnership with the University of Maryland, Baltimore County, now offers a translational life sciences technology degree. The College also has the first newly approved bioinformatics degree in the state of Maryland; and new certificates in data science and cloud computing were created.

### **Maryland Higher Education Commission Assessment**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College provided trend data showing that the gap in successful-persister rates and graduation-transfer rates between African American

students and all students in the cohort has widened over time (a 2.3 percentage point gap in the successful-persister rate for the fall 2009 cohort versus a 5.9 percentage point gap for the fall 2012 cohort; similarly, a 3.5 percentage point gap in the graduation-transfer rate for the fall 2009 cohort versus a 7.1 percentage point gap for the fall 2012 cohort).

The College acknowledges these trends in its report and states that it has reaffirmed its “commitment to what the College has termed its ‘at-promise’ students (not ‘at-risk’).” Among its efforts, the College established its own initiative called “Achieving the Promise.”

Please describe this initiative in greater detail. What specific aspects of it give the institution confidence it can reach its aggressive FY2020 goal of eliminating all achievement gaps? What interim results, if any, support the idea that the initiative will achieve this goal?

The Achieving the Promise Academy (ATPA), created to support underserved and underrepresented students while they complete their degree, provides a highly structured academic program that focuses on the individualized academic needs of each student. The program is open to all interested students. Each student is aligned with a coach who monitors academic progress and assists in problem solving academic challenges. Coaches provided one-to-one coaching to 123 students in fall 2017 and nearly double the number of students in spring 2018, coaching 259 active students. Embedded coaches served 186 sections in the 2017–2018 academic year, including tutoring and support available to over 4,000 students. Preliminary results reveal that ATPA students finished the spring semester with higher GPAs and lower DFW rates than when they first joined the program. The ATPA is relatively new and it is unlikely that the benefits of this program intersected with students from earlier cohort groups. It is the hope of the College that the benefits actualized from this program will be sustainable with students in future cohort groups.

## **COMMUNITY OUTREACH AND IMPACT**

The mission of the College is fundamentally tied to the well-being of local people and places by way of community outreach—and working with community stakeholders on issues of mutual benefit is a key aspect of strong relationships. Planning to make the College increasingly present and engaged at multiple sites in the community requires research, communication, relationship building, and personnel. To gain a better understanding of the real needs of communities, the College must spend time and energy getting to know its neighbors. Since the College’s communities are so diverse, each community has its own nuances. Having strong relationships help the College respond in real time to nuanced awareness of community needs. In fact, communities are “reaching-in” to the College for services, which has resulted in the hiring of a roving community engagement staff member to provide advising and tutoring in different locations. For example, and given the large enrollment of Ethiopian students, the College has drafted an MOU with the Ethiopian Community Center of Maryland to offer one-on-one advising workshops, and enrollment support at the center. This is a good example of the College’s response to community needs. Engaging with the community at the level of its specific needs takes place through several mechanisms and with groups based on ethnic identity (e.g., Ethiopian Community Center, the Asian American Youth Leadership Empowerment and

Development, the Hispanic Heritage Foundation, among others), as well as shared business interests.

Noncredit programs through WDCE continue to expand to meet the needs of community members, businesses and local government. The three modes of WDCE program offerings continue to provide flexibility in delivery formats, locations, and funding mechanisms. In addition to providing industry training and education, WDCE offers enrichment courses for everyone in the community—in the arts, sciences, languages, history and current events, personal enrichment, technology, finance, and more. There are programs for all ages including Youth Programs and summer camp, driver education for teens, courses for adults with developmental disabilities, and many lifelong learning courses for students age 50 and older. Also, Career Coach, the online interactive career planning and job search tool, provides current local data on wages, employment, job postings, education, and training to help people in the community find a career.

WDCE's outreach extends to business and industry. In FY17, WDCE's contract training and services (**Indicator 32**) increased by one, from 67 to 68 businesses or trade associations in the county. A caveat to keep in mind is that a single contract-training offering may serve multiple employers. The long-standing apprenticeship program with the Air Conditioning Professionals of America, for example, represents a single contract but serves employees of about 200 individual contractors. Additionally, as training needs are met within an organization, it may step back from training for a period. Generally, this training partner group has a mix of new and returning clients each year. Relatedly, the number of individual students and course enrollments in contract training courses remained relatively stable as well (**Indicator 33**). A fluctuation in enrollment patterns for these two indicators is expected because enrollment is typically driven by workforce or business needs. Note also that 98 percent of employers who send employees to the College's contract training courses report that they are satisfied with the training their employees receive (**Indicator 34**).

Student headcount and course enrollments in continuing education workforce development courses (**Indicator 30**) increased in FY17 by 1.4 percent (10,060 to 10,206) and 1.5 percent (19,264 to 19,566) respectively, and exceeded the benchmarks. The modest increase in this program area during the strong economic environment reflects positively on the course offerings and student interest in remaining competitive during a strong job market. The number of students in enrolled continuing professional education that leads to government- or industry-required certification and licensure (**Indicator 31**) increased 1.6 percent above the previous year (5,432 to 5,517), while annual course enrollments decreased 5.5 percent (11,348 to 10,974). Student and course enrollments are at the verge of the benchmark.

During FY17 Montgomery College was actively providing three major US Department of Labor Employment and Training grant programs totaling approximately \$28 million. These grant-funded training programs focused on information technology and cybersecurity fields. The grants are designed to increase technical skills of American workers and allow the College to offer intensive short-term training aimed at providing a pipeline of skilled IT and cybersecurity workers for local companies. Overall, WDCE is poised to reach and/or exceed the benchmarks for all indicators influenced by the needs of community and business entities.

## **Montgomery College and Montgomery County Public Schools Partnerships**

The Alternative Certification for Effective Teachers (ACET) Program, a partnership between MCPS and Montgomery College, offers a teacher preparation option for degreed individuals who wish to become certified teachers at the secondary level in specific high needs areas. The program is designed to take candidates from program entry to eligibility to become the teacher of record in six months and leads to resident teacher certification and opportunity for employment in MCPS at the successful conclusion of the student-teacher internship.

In addition to its role in preparing for access to college, ACES is a partnership program between Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove (USG). The overarching goal of ACES is to create an educational pathway from high school to college and ultimately to bachelor's degree attainment. In doing so, ACES incorporates intensive one-on-one mentoring to hundreds of underrepresented student groups in higher education.

Two new MC/MCPS partnership initiatives will begin in fall 2018. One is the Early College Program. Qualifying students will attend MC full-time in 11th and 12th grade to earn either an associate of arts in teaching (secondary mathematics) or an associate of science in mathematics. During their tenure at the College, students will earn a Maryland State high school diploma from their home school. The Pathways in Network and Information Technology is a dual enrollment program enabling participating high school students to earn both an MCPS high school diploma and an MC associate of applied science (AAS) degree for free. The AAS ensures students meet industry expectations, gain technical skills and workplace competencies, and achieve industry certification. Upon completion of the program, students earn certification in microcomputer technician and network administration in either Microsoft or Cisco, or in wireless technologies. Moreover, the program will afford students mentoring, internships, and a paid summer employment opportunity in the technical industry in Montgomery County.

Middle College (MC<sup>2</sup>) is another forward thinking dual enrollment program. After the passage of College and Career Readiness and College Completion Act (CCRCCA), MC and MCPS collaborated to launch Middle College programs in general engineering and general studies. Students must have college-ready scores on the Accuplacer, and a 3.0 GPA at the end of 10th grade. They enroll in general high school courses, including AP courses, in tandem with MC coursework at their high school in 11th grade and at an MC campus in 12th grade. Since CCRCCA provides that MCPS cover part of the costs of this program, students' cost-for-degree and time-to-complete an associate's degree are both reduced.

Montgomery College's Sonya Kovalevsky Program is the result of a combined effort among the college's SEM (Science, Engineering, and Mathematics) Department and MCPS with additional collaboration and support from University of Maryland and Universities at Shady Grove. The program's goal is to increase middle school girls' interest, confidence, and competence in science, technology, engineering, and mathematics (STEM) by providing innovative learning opportunities that help to develop their critical thinking and problem solving skills.

**MONTGOMERY COLLEGE  
2018 ACCOUNTABILITY REPORT**

**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	66.0%	64.9%	64.5%	64.8%
B. Credit students with developmental education needs	60.0%	65.9%	54.4%	54.4%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	24.9%	23.4%	30.3%	24.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	10,029	8,489	8,805	8,665
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	27.5%	27.7%	26.9%	24.5%
b. Credit students receiving loans, scholarships and/or need-based financial aid	56.9%	52.4%	51.4%	53.1%
F. Students 25 years old or older	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
a. Credit students	34.2%	33.3%	32.4%	31.3%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	69.7%	69.1%	72.6	71.6%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	42.0%	49.0%	49.0%	44.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	21.3%	22.6%	23.6%	24.6%
b. Black/African-American only	28.4%	28.4%	28.3%	27.4%
c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.2%	0.3%
e. Asian only	11.2%	10.8%	11.2%	11.5%
f. White only	26.3%	24.8%	24.1%	22.9%
g. Multiple races	2.4%	2.7%	2.9%	3.0%
h. Foreign/Non-resident alien	9.6%	10.0%	9.3%	10.0%
i. Unknown/Unreported	0.2%	0.2%	0.1%	0.2%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$15,843	\$14,132	\$14,560	\$14,888
b. Median income three years after graduation	\$33,079	\$34,107	\$39,529	\$36,937

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	59,389	56,228	56,001	55,243	57,877
b. Credit students	36,236	35,524	34,410	32,752	36,367
c. Continuing education students	24,713	22,244	23,164	24,064	27,115
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	43.1%	43.0%	41.3%	39.5%	50.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	75.3%	75.5%	74.7%	73.2%	80.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	59.2%	52.6%	53.6%	50.5%	60.0%

**MONTGOMERY COLLEGE  
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5	High school student enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		535	485	518	643	600
6	Enrollments in online courses	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Credit	20,291	21,552	22,602	22,929	25,125
	b. Continuing education	1,322	1,384	1,165	958	1,500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2021
		55.5%	55.5%	54.2%	53.7%	55.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Unduplicated annual headcount	8,673	8,264	7,790	8,139	10,000
	b. Annual course enrollments	13,885	12,917	12,156	12,600	14,000
9	Enrollment in continuing education basic skills and literacy courses	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Unduplicated annual headcount	6,752	6,545	6,619	7,009	7,000
	b. Annual course enrollments	11,879	12,060	11,726	11,797	13,000
10	Minority student enrollment compared to service area population	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	70.9%	72.4%	73.4%	74.6%	80.0%
	b. Percent nonwhite continuing education enrollment	62.5%	63.9%	68.0%	71.6%	65.0%
	c. Percent nonwhite service area population, 18 or older	July 2014	July 2015	July 2016	July 2017	Benchmark July 2020
		51.3%	52.1%	52.8%	53.6	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		32.4%	33.1%	32.3%	34.5%	35.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		38.0%	45.1%	42.9%	43.7%	46.0%

**Goal 2: Success**

13	Fall-to-fall retention	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	63.7%	67.4%	66.6%	62.3%	85.0%
	b. College-ready students	60.6%	61.4%	67.9%	67.2%	85.0%
14	Fall-to-fall retention	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	68.8%	71.4%	68.7%	68.5%	85.0%
	b. Non-recipients	60.3%	61.0%	66.1%	65.0%	Not Applicable
15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		47.3%	55.7%	44.4%	54.6%	60.0%

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	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.1%	85.0%	88.2%	86.4%	90.0%
b. Developmental completers	78.4%	76.2%	75.9%	85.9%	90.0%
c. Developmental non-completers	46.0%	50.2%	46.2%	49.8%	Not Applicable
d. All students in cohort	75.1%	72.8%	73.3%	75.5%	80.0%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	68.5%	71.6%	66.2%	66.5%	80.0%
b. Asian only	85.2%	84.4%	85.1%	85.1%	80.0%
c. Hispanic/Latino	75.1%	67.1%	67.4%	68.4%	80.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.5%	68.5%	68.5%	67.7%	74.0%
b. Developmental completers	47.9%	46.7%	44.0%	54.6%	74.0%
c. Developmental non-completers	28.0%	29.0%	18.5%	23.3%	Not Applicable
d. All students in cohort	49.8%	47.5%	45.6%	48.2%	60.0%
	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	42.4%	49.1%	39.7%	45.3%	60.0%
b. Asian only	62.0%	59.9%	55.7%	59.9%	60.0%
c. Hispanic/Latino	44.7%	34.6%	34.2%	38.0%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	582	674	608	583	725
b. Transfer degrees	1,780	1,984	1,943	2,029	2,200
c. Certificates	297	289	287	212	305
d. Total awards	2,659	2,947	2,843	2,824	3,230
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,495	5,674	5,646	5,487	5,875
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
b. Credit awards	818	1,004	786	822	1,225
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement					
	97.0%	97.0%	100.00%	84.9%	90.0%
	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement					
	78.4%	n/a	86.5%	54.8%	84.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018

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24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	78.1%	82.7%	82.8%	85.7	90.0%
						<b>Benchmark FY 2020</b>
25	Licensure/certification examination pass rates	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Radiologic Technology	94%	100%	100%	100%	90%
	Number of Candidates	18	17	18	13	Not Applicable
	b. Nursing	85%	74.9%	76.2%	87.0%	88.0%
	Number of Candidates	129	171	143	131	Not Applicable
	c. Physical Therapy	100%	100%	100%	100%	80.0%
	Number of Candidates	12	17	13	11	Not Applicable
						<b>Benchmark AY 2019-20</b>
26	Performance at transfer institutions	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>AY 16-17</b>	
	a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	85.5%	86.1%	85.0%
	b. Mean GPA after first year	Not Available	Not Available	2.81	2.85	2.80
	Methodology to calculate this indicator changed starting in AY 15-16					
						<b>Benchmark FY 2020</b>
27	Expenditures by function	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Instruction	34.0%	34.7%	34.2%	34.1%	36.0%
	b. Academic support	16.5%	16.9%	17.0%	17.7%	17.0%
	c. Student services	11.3%	11.5%	12.2%	12.3%	12.0%
	d. Other	38.2%	36.9%	36.6%	35.9%	35.0%

**Goal 3: Innovation**

						<b>Benchmark Alumni Survey 2018</b>
28	Full-time employed career program graduates working in a related field	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	
		90.0%	85.0%	60.0%	64.9%	90.0%
						<b>Benchmark Alumni Survey 2018</b>
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	
		69.0%	92.0%	83.3%	62.0%	90.0%
						<b>Benchmark FY 2020</b>
30	Enrollment in continuing education workforce development courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Unduplicated annual headcount	10,790	9,079	10,060	10,206	12,000
	b. Annual course enrollments	18,222	16,441	19,264	19,566	19,000
						<b>Benchmark FY 2020</b>
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Unduplicated annual headcount	5,665	4,972	5,432	5,517	6,000
	b. Annual course enrollments	10,708	9,874	11,348	10,974	11,000
						<b>Benchmark FY 2020</b>
32	Number of business organizations provided training and services under contract	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
		58	62	67	68	80
						<b>Benchmark FY 2020</b>
33	Enrollment in contract training courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Unduplicated annual headcount	4,378	3,144	4,004	3,902	4,000
	b. Annual course enrollments	8,392	6,977	8,917	8,848	7,500
						<b>Benchmark FY 2020</b>
34	Employer satisfaction with contract training	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
		95.0%	97.6%	98.0%	98.0%	95.0%



# PRINCE GEORGE'S COMMUNITY COLLEGE 2018 PERFORMANCE ACCOUNTABILITY REPORT

## MISSION

Prince George's Community College transforms students' lives. The College exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences (sunset FY2017).

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community (effective July 1, 2018).

## INSTITUTIONAL ASSESSMENT

### Overview

The 2018 Performance Accountability Report (PAR) marks the third year of the fiscal year (FY) 2016-2020 cycle. The benchmarks established for this cycle for Prince George's Community College (PGCC) are set to promote maximum impact on those key metrics which represent the greatest challenges for the College and its students. Achieving the benchmarks set for these key metrics have necessitated significant changes at the College (e.g. organization realignment efforts, involvement in the American Association of Community Colleges' Pathways Project, etc.). In FY2018, the College also began the review and refresh of the Strategic Plan. Effective July 1, 2018, the College's new FY2019-2021 Strategic Plan focuses on three strategic goals:

- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.
- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

### Issues Raised by MHEC Review of the 2017 PAR Submission Commission Assessment:

*In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The trend data show that gaps in achievement between these students group has been quite small over the past four cohorts (e.g., for the most recent cohort (2012) the successful-persister rate gap is 1.9 percentage points and the graduation-transfer rate difference is 1.0 percentage point). Please provide an analysis of the relevant conditions or factors that may have affected these trends and describe any best practices by the College that might be emulated by other institutions.*

### PGCC Response

Although the College prides itself on providing services and programs to support achievement for all students, the fact that the achievement gap between all students and African American students has remained consistently small may be attributed to the overall makeup of the student population. Approximately 70% of students identify as Black/African American and this trend

has remained fairly consistent for the past four years. Subsequently, the gaps between successful-persister and graduation-transfer rates of the full cohort and Black/African American students has maintained a range of  $\pm 0.1$ -2.0 percentage points.

With the launch of Pathways in fall 2018, the College is putting in place curricular, onboarding, and advising reforms that will result in a more structured and supportive student experience for all student groups. Additional details on initiatives and best practices are captured throughout the report below. These changes are expected to produce an overall increase in the successful-persister rates and in graduation-transfer rates for all students in future cohorts.

### **Student Characteristics**

The majority of credit students served by PGCC are aged 24 years or younger (59.3% in fall 2017, PAR Fa), enroll part-time (72.6% in fall 2017, PAR A); and work more than 20 hours per week (57.8% in spring 2016, PAR G). Conversely, 73.9% of continuing education students are 25 years of age or older (PAR Fb). The percentage of credit students entering with developmental education needs continues to decline (71.2% in fall 2017 as compared to 82.0% in fall 2014; PAR B), while students receiving loans, scholarships, and/or need-based financial aid increased nearly 5 percentage points from the previous year (PAR E).

Trends in PGCC's student population reflects the demographic patterns of its primary service area, Prince George's County, with 71.0% of the fall 2017 credit students identifying as Black/African-American (PAR Hb). The percentage of Hispanic/Latino students rose from 9.3% to 11.7% of the credit student population from fall 2014 to fall 2017 (PAR Ha). PGCC continues to serve a growing number of students in the English for Speakers of Other Languages courses, with an 11.8% increase from FY2014 (5,424) to FY2017 (6,067 students; PAR D). The College also continues to attract first-generation college students, 56.4% in spring 2016 (PAR C).

## **ACCOUNTABILITY INDICATORS**

### **State Plan Goal 1: Access**

In a time of stabilizing overall enrollment (PAR 1a), the college continues to ensure affordability (PAR 7) and increased access, particularly in online course enrollments in continuing education (59.7% increase exceeding the FY2020 benchmark, PAR 6b). Increasing credit online learning is a top priority for FY 2019, through strategies that include increasing the use of Quality Matters (QM) and Universal Design for Learning (UDL) frameworks for quality assurance.

The College also continues to show improved access through a continuous increase in high school students who are dually or concurrently enrolled (21.2% increase from the previous year, PAR 5). The early/middle college programs primarily serve first-generation minority students who are eligible for free and reduced meals (FARMS). These students are traditionally categorized as underserved. Maryland's first middle college, the Academy of Health Sciences (AHS), graduated its fourth class in May 2018: 94 students received their high school diplomas, and 92 of these students graduated with both a high school diploma and an associate's degree in general studies with an emphasis in health sciences. Graduating students were awarded a total of nearly \$16 million in scholarships based primarily on merit.

In 2013, PGCC and Prince George's County Public Schools (PGCPS) implemented their second middle college program, Information Technology Early College (ITEC), with the Chesapeake Math and Information Technology (CMIT) North public charter school located in Laurel. Modeled after the AHS, the ITEC Program provides an opportunity to earn certifications and an associate degree in Information Technology within four years. There are 69 students enrolled in the program. In May 2018, the second class of 24 students completed the program and received their associate degrees at the PGCC commencement.

Building on the successes of the first ITEC with CMIT North, the College opened the second ITEC in fall 2016 at CMIT South located in Upper Marlboro. The ITEC Programs admit up to 22 rising ninth grade students per year at each location; 35 students are currently enrolled.

The achievements of the PGCC and PGCPS partnership have garnered the admiration of community colleges and public school systems throughout the United States, some of which have visited the College to study best practices in student completion. The fruitful partnership continues with the implementation in fall 2017 of three new early college access opportunities for County students: Teacher Preparation Early College; Pathways in Technology Early College High School (P-TECH); and the 3D Scholars Program.

The Teacher Preparation Early College program provides students an opportunity to earn an associate degree in Teacher Education, with a focus in teaching at the middle-school level. The curriculum is aligned with the University of Maryland to ensure seamless transfer of students. Forty-one (41) Grade 9 students are currently enrolled. Recruitment is underway for the second cohort of up to 75 students to enter in fall 2018.

Along with industry partners, PGCC and PGCPS opened the grant-funded P-TECH program housed at Frederick Douglass High School. The initial career pathways are Hospitality Services Management and Health Information Systems. The curriculum was developed as required by the grant to provide four, five, and six-year options for completion of the associate degree. Students enter the program in grade 9. Current enrollment for the first cohort includes 29 and 33 Grade 9 students in the Hospitality Services Management and Health Information Systems program, respectively.

The Prince George's 3D (Diploma – Associate's Degree – Bachelor's Degree) Scholars Program is a specific initiative utilizing dual credit to facilitate college completion. The program is a partnership among PGCC, PGCPS, and University of Maryland University College (UMUC). This unique program is designed to help county residents move from high school (PGCPS), to community college (PGCC), to four-year college/university (UMUC) to earn a Bachelor's degree, all at a guaranteed cost of no more than \$10,000. The initial career pathways are business administration, criminal justice, and cybersecurity. These programs were selected based upon PGCC's data that showed a substantial number of students transfer to UMUC in these areas of study.

Students enroll in the 3D program as rising juniors and are expected to complete 30 college credits at PGCC through dual enrollment over the subsequent two years. The students then enroll at PGCC to complete the remaining credits required for the associate's degree at a reduced

tuition rate. Next, students will transfer to UMUC to complete the bachelor's degree. When the students complete their bachelor's degree, they will have spent no more than \$10,000 for this premier education.

Presently, 16 students make up the pilot cohort of the 3D Scholars Program located at Charles Herbert Flowers High School. Students from all areas of the County are eligible to apply to participate in the program and are bused to Flowers. PGCCPS has employed an on-site advisor for the program and plans to scale the program up to 100 students per year.

The success of these small, cohort-based early/middle college programs is evidenced by an average 93% student retention rate; 3.12 GPA in college-level courses; 95% associate degree completion rate; and 98% transfer rate to a four-year institution. The AHS, through the Middle College National Consortium data clearinghouse, began longitudinal tracking of its graduates to determine performance in transfer institutions.

With programs like the Middle College and improved Pathways that lead directly to four-year degrees through stronger articulation agreements with area institutions, the College has stabilized or increased market share of first-time full-time and recent, college-bound high school graduates (PAR 2-4). PGCC has also initiated programs to support high-school student matriculation from PGCCPS, such as Dual-to-Degree and Creating Opportunities of Academic Success and Transfer (COAST).

Dual-to-Degree provides financial incentives by extending a portion of the tuition discount given to dually enrolled students if they continue their studies at PGCC upon high school graduation. Through dual and concurrent enrollment, the Dual-to-Degree initiative has been able to expand the targeted number of recruited first-time full-time students who enroll. In the 2016 inaugural year, the College recruited 31 students. By fall 2017, the number doubled to 65 students recruited and participating. As of May 30, 96 potential students have been recruited, a 35% increase over 2017's recruitment. Dual-to-Degree serves as a catalyst to engage former dual and concurrent enrollment students in finishing their academic journey with an associate's degree within two years. The Dual-to-Degree program was recognized as the Admissions, Orientation, and First-Year Experience (AOFYE) 2-Year Innovative Program of the Year in April in Houston, TX.

COAST is a high school to college pathway program that places five dedicated PGCC academic coaches in ten targeted PGCCPS high schools to ensure participants "coast seamlessly from high school to college completion." Coaches provide academic and student support, using an intrusive, case management approach. Coaches provide guided assistance on personal management, test preparation, tutoring, applying to college, financial aid, scholarship searching, college visits, and career exploration. This year COAST coordinators have provided college readiness coaching to high school students via classroom presentations, workshops, guest speakers, college tours, and group/individual meetings. The various workshops/presentations consisted of FAFSA completion assistance, pre/post-Accuplacer support, dual enrollment information, and PGCC application/scholarships information. Additionally, COAST coordinators assisted students with applying for summer internships, employment, and registration for dual enrollment courses at the College.

The Prince George's County Promise Scholarship serves as a lifeline for students who are uncertain as to how they will afford their education. The Prince George's County Promise Scholarship pays for tuition and mandatory fees, that are not covered by federal or state financial aid. Applicants must be Prince George's County residents, PGCC graduates within the past two years and first-time college students entering PGCC. The scholarship is open to students seeking an associate degree, industry certification, or licensure in a workforce training program. The Prince George's County Promise Scholarship program welcomed 96 scholars in fall 2017: 94 associate degree seekers and 2 licensure seekers. As of March 1, the Prince George's County Promise Scholarship awarded \$231,409. The average award for each student was \$2,462. For fall 2017 and spring 2018 semesters, scholars were also awarded up to \$1,000 to spend in the bookstore for books and school supplies.

Scholars are required to maintain a 2.5 GPA or higher to remain in good standing with the scholarship. The average fall 2017 GPA for associate degree seeking Promise Scholars was a 2.93/4.0 GPA. Many Promise Scholars participate in a variety of support programs across campus including the Dual to Degree program, TRiO – Student Support Services, the Honors Program, Women of Wisdom and the Diverse Male Student Initiatives.

Scholars are also required to volunteer in the community. For the fall 2017 semester, scholars volunteered at the SHARE Food Network and for the spring 2018 semester, scholars participated in the #HashtagLunchbag Feed the Homeless event at PGCC. The college anticipates serving over 400 scholars for the 2018-2019 school year.

### ***Diversity: Training, Engagement, and Curriculum***

As reflected in the College's mission, PGCC exists to educate, train, and serve diverse populations through accessible, affordable, and rigorous learning experiences. PGCC's minority student enrollment is comparable to its service population (PAR 10-12), with the percent of nonwhite credit enrollment (95.6%) and minority full-time administrative and professional staff (75.9%) exceeding the College's fall 2020 benchmarks.

With a commitment to serving the educational and training needs of a diverse employee and student population, the following diversity-related courses were offered for employees this year through the Professional and Organizational Development Department:

- MD Kognito LGBTQ Diversity Course – 60 participants – 10 sessions
- “Bringing Our Values to Life” – 60 participants – 10 sessions

This year, one of the mandatory trainings for employees and managers was diversity related, Title IX for Higher Education, which was completed by 2,082 employees. During the 2016-2017 academic year, the Inclusive Environment Sub-Committee created a forum where topics related to diversity could be discussed with all members of the college community. There was one Diversity Roundtable this year attended by 25 participants: “Fighting for Freedom: African American Women in the Women's Army Corp during World War II.”

Interfaith programs were held throughout the fall and spring semesters. Additionally, the 9/11 National Day of Service and Remembrance program on September 11, 2017 was “Building

Peace and Unity Tomorrow Together.” The focus promoted peace, unity, and healing through the performance arts.

One of the movies from the Belief Series hosted by Oprah Winfrey, “Acts of Faith,” was shown. The movie supported the notion that beliefs can be a powerful guiding force to endure and overcome some of the most difficult situations. In this episode, everyone faced a challenge to overcome, and they found their source of strength in a variety of different ways. The FY2017 year culminated with a visit to the Museum of the Bible.

The College is a member of the National Association of Diversity Officers in Higher Education (NADOHE), the Maryland Community College Diversity Roundtable, of which the director of Governance and Diversity serves as the co-chair, and the Washington Regional Task Force Against Campus Prejudice (WRTF).

As a result of the College’s commitment to diversity across the institution, for the third time, PGCC was one of 37 colleges and universities honored as an institution committed to diversity for 2017 during the 18<sup>th</sup> National Role Models Conference sponsored by Minority Access, Inc.

The College also continues to improve the integration of diversity into classroom learning through discussions in the Planning for Academic Success (PAS) course and the myriad of courses that included diversity as a learning outcome. The Diversity Committee continues to work with departments to add more courses to the inventory with a goal of having courses in each division that contain diversity as a component or as a learning outcome.

### **State Plan Goal 2: Success**

The success of the institution is best demonstrated through the success of its students. Graduates report high rates of satisfaction with their educational achievement (94.9% for graduates, PAR 22; and 72.5% for non-returners, PAR 23) and graduate preparation for transfer (93.3%, PAR 24).

The College has dedicated significant resources toward improving fall-to-fall retention rates (PAR 13 and 14), successful-persister rates (PAR 16 and 17), and graduation-transfer rates (PAR 18 and 19). Since 2010, significant changes in curriculum, assessment, and services have been implemented to target these areas. Gains in these areas are seen for the college-ready students in the fall 2013 cohort with an increase of 1.8 percentage points in the successful-persister rate and 4.9 percentage points in the graduation-transfer rate (PAR 16a and 18a). Student success is also evident at the transfer institution for those that continue their education. The college-ready students in the fall 2016 cohort showed a 3.8 percentage points increase in fall-to-fall retention (PAR 13b).

In FY2017, the college awarded 12.7% more career degrees than in FY2016 (PAR 20a). Additionally, the college saw a 7.3% increase in credit awards in STEM programs (PAR 21b). For students transferring to four-year institutions, in academic year (AY) 2016-2017, 82.3% earned a cumulative GPA of 2.0 or higher after their first year (PAR 26).

PGCC has focused on providing a clear direction for students in their first year through involvement in the Pathways Project. Pathways work has demonstrated that providing students with a solid foundation in the first year places students on a path that leads to continuous enrollment, completion of courses, and ultimately graduation. To support that solid foundation in the first year, the College has redesigned the developmental English, reading, and mathematics courses to streamline the sequences, align them to programs, and accelerate student progress. The math faculty have created several Math Paths aligned to Academic and Career Paths (meta-majors) so that students take only the math they need for their degree. In addition, math co-requisite courses have been developed so that eligible students can complete their last developmental course in the same semester as the credit math course. Math co-requisites were offered for the first time in spring 2018 and are being scaled up for fall 2018. For English and reading, integrated reading and writing courses will be implemented in fall 2018 and, for eligible students, they can be taken concurrently with credit courses. In addition, the Accelerated Learning Program (ALP) is being scaled for students who only need developmental English. For students in the highest level of English as Second Language (ESL) courses, the faculty have identified several general education and introductory program courses that may be taken concurrently with the ESL course. Students began taking these courses concurrently in spring 2018. Lastly, the College has adopted an alternative measure approach for assessment and placement to include using high school GPA, among other measures.

In addition to Pathways-specific curricular initiatives, all career and academic advisors have completed National Career Development Association (NCDA) career certification training. The advisors are now able to offer career exploration and assessment services to students as part of the overall services offered to students.

In fall 2017, the Office of Student Academic Planning and Career Readiness implemented embedded advising. Through this initiative, advisors are assigned to programs to serve as the first points of contact for students admitted to the program of study. Understanding of the program allows advisors to clearly, succinctly, and thoroughly inform students of course overviews, petitioning deadlines, prerequisite courses, GPA minimums, and other program-specific information.

Student success, highlighted by student performance on licensure and certification exams (PAR 25), is critical to PGCC's mission. In FY2017, pass rates were greater than 80% in the following programs: Radiography (84%) and Respiratory Therapy (100%). Nursing experienced the greatest improvement in students' pass rate (14 percentage points) from FY2016-2017.

Recognizing the need to continue improving licensure pass rates for graduates from Nursing program, the faculty have identified key contributing factors and related action plans. Following Prince George's Community College (PGCC) Board of Trustees approval, the use of Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS) admission testing started with the incoming Spring 2016 class. As of the Fall 2018, the TEAS preparedness score was raised from Basic to Proficient or above, and this entry requirement was added for students applying for the Licensed Practical Nurse to Registered Nurse (LPN-RN) program option.

In addition to requiring graduates to take the NCLEX-RN Live Review Course, which is provided on-campus immediately following the end of the semester, all students will now utilize ATI's student support tools and NCLEX-RN preparation assessments in all of their courses, instead of Kaplan. ATI also offers "The Pulse", which serves as a dashboard that provides a running percentage of a student's likelihood of passing the NCLEX-RN on the first attempt. The Pulse also provides students and faculty on-going feedback on specific areas of the curriculum that students need to strengthen in order to be successful. This feature will enable the Retention Specialist to provide early, intensive, individualized support for at-risk students.

To address the decline in the Health Information Management's exam pass rates (PAR 25a), the program faculty will begin offering a mandatory exam prep course for students. Furthermore, graduate alumni are working with students individually to address areas of deficiency prior to taking the exam.

The College also recognizes that the "digital divide" still exists, but is no longer about access to technology, relating instead to the quality of engagement with technology. While most students have access to and utilize technology, the majority are consumers as opposed to creators of technology. INT 1010 is an institution requirement for almost all students who earn an associate degree from PGCC. The critical thinking and problem-solving skills taught in the course are needed in all disciplines. To date, the focus has been on ethical issues, cybersecurity, data management, file management, and networking. In fall 2018, INT 1010 will mandate coding in the curriculum. The benefit of incorporating coding will further enhance critical thinking and problem-solving skills. More specifically, students will learn fundamental skills which can easily lead to a career in a high-demand field. Regardless of the major, students will benefit from coding across all disciplines.

### **State Plan Goal 3: Innovation**

In fostering innovation to improve access and student success, the college ensures that graduates are adequately prepared and their skills are aligned with workforce demands. Most recently (FY 2017), employers reported 81.8% satisfaction with contract training (PAR 34). According to the 2017 Alumni Survey, 87% of graduates are employed full time in related fields (PAR 28) and report 100% satisfaction with job preparation, up nearly 16 percentage points, exceeding the college's benchmark (PAR 29). PGCC continues to experience enrollment growth in continuing education and workforce development (11.0%, PAR 30) and contract training (12.1%, PAR 33) courses. The College provides customized training solutions for employers seeking to recruit new employees or enhance skills for incumbent workers. In 2017, the College, in partnership with MGM, developed a Dealer Training School to prepare workers for the fall 2017 opening of the new MGM National Harbor Resort and Casino. In preparation for an organizational transition at Laurel Regional Hospital the College delivered a Change Management Training series for 106 managers and senior-level employees of Dimensions Healthcare Systems, now University of Maryland Capital Region Health (UMCRH). The College continues its work with UMCRH in developing onsite Certified Nursing Assistant training for UMCRH staff.



## COMMUNITY OUTREACH AND IMPACT

PGCC is heavily engaged with its surrounding communities and the County at large. The College believes in the importance of preparing students for life outside of the classroom. Therefore, PGCC offers students a holistic experience which will allow them to make a positive impact on society. Active participation in several initiatives in the Prince George's County community allows PGCC students to be contributing members of their community.

PGCC made a commitment to volunteer at the SHARE Food Network Warehouse twice each month. SHARE (Self Help and Resource Exchange) is sponsored by the Catholic Charities Archdiocese of Washington, D.C. and is a non-profit, community-based organization dedicated to moving healthy groceries at roughly 50% discount into homes and is a community-building network. Thousands of families count on SHARE each month for affordable, nutritious groceries that are sold through SHARE's volunteer-run locations throughout the Washington metropolitan area. The SHARE Food Network is supported three times each month by students and employees - one Saturday on a bagging day, one Saturday on a food distribution day, and one Friday on a food distribution day.

In September 2017, PGCC joined forces with WUSA 9 Cares to host a supply drive for victims of Hurricane Irma. Along with PGCC employees and WUSA 9 employees, volunteers from the Prince George's County Alumnae chapters of Delta Sigma Theta, Inc. and The Links, Inc., helped unload vehicles full of diapers, cleaning supplies, bottled water and much more. The supply drive offered community members and organizations the opportunity to serve others. More than 100 volunteers sorted, loaded and packed over 450 boxes totaling 19,400 pounds of donations. Hurricane Irma devastated Florida early September with torrential rain, flooding, and massive power outages.

On Saturday, April 28, 2018, the Financial Empowerment Center (FEC) of PGCC, with its partners, hosted the 2018 Money Explosion: A Free Financial Fair. The free event consisted of activities and workshops to address savings, credit repair, senior scams, investments, retirement, budgeting and a host of other financial topics. A series of Entrepreneurship Workshops was also held for college students and special workshops for children. Additionally, the FEC hosted a myriad of events and provide services throughout the year, including financial workshops in partnership with Mission of Love Charities in Capital Heights, Maryland.

Each semester TeamBuilders Academy provides a Service Learning Project that aligns with specific industry sector training. Christmas In April provides participants the unique opportunity to demonstrate skill sets and gain invaluable experience and exposure to the industry. The College's Board of Trustees, TeamBuilders Academy (TBA), and Construction and Energy Institute (CEI) participated in one of several Prince George's County Christmas In April projects. On Saturday, April 28, 2018, the TeamBuilders Academy, CEI, along with MCN Build, Inc. and Artistic Landscaping provided repairs and beautification to the home of a deserving senior couple in Riverdale, Maryland.

PGCC is a host site for the County's Summer Youth Enrichment Program (SYEP). The SYEP is a six-week, entry-level introduction to public service for the youth of Prince George's County.

This county-wide initiative offers youth enriching and constructive summer work experiences in various assignments throughout our government. Seven hundred youth have been selected from an applicant pool of over 3,000 eligible county residents between the ages of 15-19 years.

The College also hosts a variety of events for the community such as the Owl Caravan, regional financial aid workshops, the Pregnant and Parenting Teen Conference, the Haunted H'Owls program, the Inspiring Leadership and Excellence event, job fairs, and the annual Open House. New outreach activities this year included: the revitalization of Adopt-A-School and ABE/GED/ESL outreach, newly formed partnerships with organizations like USDA, Joe's Movement Emporium, and the LEEP to College Foundation.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	72.8%	73.5%	72.1%	72.6%
B. Credit students with developmental education needs	82.0%	81.2%	79.3%	71.2%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	56.6%	57.4%	55.6%	56.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,424	5,656	5,599	6067
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	35.9%	35.2%	33.5%	31.9%
b. Credit students receiving loans, scholarships and/or need-based financial aid	49.2%	43.8%	42.5%	47.3%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older	44.3%	43.3%	41.2%	40.7%
a. Credit students				
b. Continuing education students	79.6%	74.6%	74.7%	73.9%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	49.7%	56.8%	47.7%	57.8%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	9.3%	10.5%	11.3%	11.7%
b. Black/African-American only	72.5%	71.7%	70.9%	71.0%
c. American Indian or Alaskan native only	0.4%	0.4%	0.4%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.0%	0.1%
e. Asian only	3.6%	3.5%	4.2%	4.2%
f. White only	5.4%	5.0%	4.6%	4.1%
g. Multiple races	2.7%	2.8%	3.1%	3.2%
h. Foreign/Non-resident alien	2.2%	2.4%	2.7%	3.0%
i. Unknown/Unreported	3.8%	3.5%	2.7%	2.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$18,418	\$19,515	\$23,224	\$19,622
b. Median income three years after graduation	\$42,847	\$50,340	\$53,840	\$48,028

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	41,365	41,013	39,323	39,182	43,000
b. Credit students	19,108	18,889	18,106	17,370	21,000
c. Continuing education students	23,706	23,779	22,862	23,060	22,000
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	26.2%	23.5%	6.7%	23.1%	40.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	58.8%	55.9%	0.3%	51.6%	70.0%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	26.2%	23.5%	6.7%	25.8%	50.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
5. High school student enrollment	683	688	867	1051	1,500
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
6. Enrollments in online courses					
a. Credit	13,482	13,803	13,894	12,253	14,500
b. Continuing education	1,471	1,353	1,352	2,159	1,500
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
7. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	52.4%	51.5%	50.3%	50.8%	50.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
8. Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	8,193	8,051	7,188	6,753	11,000
b. Annual course enrollments	39,017	37,740	40,740	34,263	40,000
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
9. Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	5,897	6,256	5,994	6,982	6,250
b. Annual course enrollments	8,615	9,455	9,010	10,339	9,500
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
10. Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	94.6%	94.7%	95.2%	95.6%	92.0%
b. Percent nonwhite continuing education enrollment	85.3%	87.0%	87.5%	87.4%	92.0%

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	July 2014	July 2015	July 2016	July 2017	Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	84.7%	85.1%	85.5%	86.0%	Not Applicable
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
11 Percent minorities (nonwhite) of full-time faculty	40.0%	43.8%	48.2%	47.7%	48.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
12 Percent minorities (nonwhite) of full-time administrative and professional staff	67.5%	73.6%	75.9%	75.9%	73.0%
<b>Goal 2: Success</b>					
	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
13 Fall-to-fall retention					
a. Developmental students	57.1%	58.0%	54.3%	53.5%	55.0%
b. College-ready students	49.8%	55.0%	52.5%	56.3%	60.0%
	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
14 Fall-to-fall retention					
a. Pell grant recipients	56.3%	57.6%	55.1%	55.0%	60.0%
b. Non-recipients	56.0%	57.4%	52.9%	53.2%	Not Applicable

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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		33.6%	27.4%	26.3%	28.3%	40.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	76.3%	73.7%	73.1%	74.9%	80.0%
	b. Developmental completers	84.6%	88.7%	92.6%	92.2%	85.0%
	c. Developmental non-completers	44.6%	48.6%	49.4%	44.8%	Not Applicable
	d. All students in cohort	62.0%	62.8%	62.5%	60.3%	70.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	60.2%	60.7%	60.6%	59.8%	70.0%
	b. Asian only	89.2%	78.1%	71.0%	71.9%	82.0%
	c. Hispanic/Latino	65.9%	65.0%	64.6%	59.1%	72.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	50.6%	48.2%	48.2%	53.1%	65.0%
	b. Developmental completers	39.6%	42.4%	50.9%	47.9%	55.0%
	c. Developmental non-completers	25.5%	26.1%	29.1%	26.9%	Not Applicable
	d. All students in cohort	33.4%	33.4%	36.8%	35.4%	50.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	33.0%	31.9%	35.8%	35.3%	50.0%
	b. Asian only	43.1%	42.2%	43.5%	43.8%	55.0%
	c. Hispanic/Latino	29.5%	32.9%	31.4%	30.5%	48.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	399	332	315	355	498
	b. Transfer degrees	549	576	610	501	864
	c. Certificates	302	212	209	205	318
	d. Total awards	1,250	1,120	1,134	1,061	1,680
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	4,849	4,723	4,498	4,478	5,500
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		485	388	354	380	500
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2017	Benchmark Alumni Survey 2018
		97%	97%	97.3%	94.9%	98.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		77%	73%	70.3%	72.5%	75.0%
24	Graduate satisfaction with preparation for transfer	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2017	Benchmark Alumni Survey 2018
		95.0%	93.5%	95.0%	93.3%	90.0%
	Note: Response categories changed starting in 2016.					
25	Licensure/certification examination pass rates	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Health Information Management	-	33%	92%	50%	90%
	Number of Candidates	6	6	12	6	
	b. Nuclear Medicine	83%	-	**	-	90%
	Number of Candidates	6				
	c. Nursing	60%	66%	60%	74%	90%
	Number of Candidates	167	172	117	117	
	d. Radiography	96%	80%	92%	84%	90%
	Number of Candidates	28	25	23	31	
	e. Respiratory Therapy	100%	100%	100%	100%	90%
	Number of Candidates	10	14	14	7	
	f. Paramedic	82%	72%	66%	69%	90%
	Number of Candidates	119	42	65	55	
26	Performance at transfer institutions	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
	a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	83.8%	82.3%	82.0%
	b. Mean GPA after first year	Not Available	Not Available	2.71	2.69	2.75
	Methodology to calculate this indicator changed starting in AY 15-16					
27	Expenditures by function	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Instruction	34.2%	34.2%	32.9%	34.0%	42.0%
	b. Academic support	18.5%	19.8%	18.6%	19.4%	12.0%
	c. Student services	9.1%	8.5%	9.5%	8.5%	11.0%
	d. Other	38.2%	37.5%	39.0%	38.1%	35.0%
<b>Goal 3: Innovation</b>						
28	Full-time employed career program graduates working in a related field	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2017	Benchmark Alumni Survey 2018
		95.0%	83.0%	80.8%	87.0%	90.0%

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	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2017	Benchmark 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	95.0%	86.0%	84.1%	100%	90.0%
					<b>Benchmark FY 2020</b>
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,317	8,428	8,647	9,602	9,400
b. Annual course enrollments	17,010	18,832	16,575	18,261	19,000
					<b>Benchmark FY 2020</b>
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,935	2,411	2,289	2,233	2,800
b. Annual course enrollments	6,734	5,923	4,625	4,552	6,200
					<b>Benchmark FY 2020</b>
32 Number of business organizations provided training and services under contract	40	43	40	41	60
					<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,430	3,192	3,621	4,058	3,500
b. Annual course enrollments	5,508	8,845	7,588	7,671	9,000
					<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	87.0%	100.0%	81.8%	100.0%

\*Fewer than 6 candidates, data not reported

\*\*No candidates examined

## **WOR-WIC COMMUNITY COLLEGE**

### **MISSION**

Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development needs of Worcester, Wicomico and Somerset counties. The college serves a diverse student body through its high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion.

### **INSTITUTIONAL ASSESSMENT**

Wor-Wic's FTE enrollment declined 8 percent in FY 2014, increased 2 percent in FY 2015 and then decreased in FY 2016 and FY 2017 (2 and 5 percent, respectively). The increase in FY 2015 resulted from a surge in spring credit enrollment and the college resuming operation of Wicomico County's ABE program. Decreases in the other years can be attributed to credit and non-credit declines in general, resulting in 2,620 total FTEs in FY 2017. Since FY 2014, there have not been many changes in credit student demographics. About two-thirds of Wor-Wic's credit students are female. White student enrollment as a percent of the student body decreased each year from 66.4 percent in the fall of 2014 to 61.2 percent in the fall of 2017 (Student Characteristic H). Almost 60 percent of students work 20 hours or more per week (Student Characteristic G) and more than a third are first-generation college students (Student Characteristic C). Almost 40 percent are 25 years old or older (Student Characteristic Fa). The college's general studies and the pre-nursing track programs consistently enroll the largest numbers of students. The percentage of students attending part time increased each year from 70.7 percent in the fall of 2014 to 74.3 percent in the fall of 2017 (Student Characteristic A).

Wor-Wic relies heavily on student tuition and prudent budgeting to support the operation of the college. From FY 2014 to FY 2017, the student share of the college budget decreased from 42 to 37 percent and the county portion increased from 24 to 28 percent. However, Wor-Wic continues to receive the lowest county funding per FTE of all county-supported Maryland community colleges (\$2,622 per FTE in FY 2017). The college is one of the most efficient in the state, spending \$9,348 per Maryland FTE in FY 2017.

### **State Plan Access Goal: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. The college serves more than 10,000 students annually (Indicator 1a). Over the past four years, the number of continuing education students remained around 6,100 and then increased to 6,433 in FY 2017 (Indicator 1c). The number of credit students decreased each year from 4,508 in FY 2014 to 4,109 students in FY 2017 (Indicator 1b). The college is addressing the decline in credit enrollment through a strategic priority that focuses on student recruitment, retention, academic advising and other support strategies. An enrollment management team has developed enrollment goals and related action plans to achieve those goals.

Wor-Wic has been awarded various grants that focus on student access and retention. A TRIO Student Support Services Program grant through the U.S. Department of Education, which has been renewed for a fourth year, is providing 150 students with individualized support services to increase persistence, retention, academic standing and graduation/transfer. Participants include at-risk students who are low income, first generation and/or students with disabilities. Support services include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's fundamentals of college study course. In FY 2018, for the third year, the Maryland State Department of Education awarded Wor-Wic a Child Care Career and Professional Development Fund grant that provided scholarships to 20 child care workers earning credentials through Wor-Wic's early childhood and elementary education degree programs.

Almost 40 percent of the college's service area residents who enrolled as first-time, full-time freshmen at any Maryland college or university attended Wor-Wic in FY 2017 (Indicator 2). This is a decrease from the three prior years (41.6 to 46.8 percent), during which time the market share of first-time, full-time freshmen increased at a local university. Around 80 percent of residents enrolled as part-time undergraduates attend Wor-Wic (Indicator 3). Enrollment of high school students increased 54 percent from 211 students in the fall of 2014 to 325 students in the fall of 2017 (Indicator 5). Over the past four years, market share of recent, college-bound high school graduates decreased from 55.5 to 50.4 percent and then increased to 59.3 percent in the fall of 2016 (Indicator 4). This increase was most likely influenced by the newly-implemented Wicomico Economic Impact Scholarship, which covers full-time tuition and fees for Wicomico County residents who recently completed high school. In the spring of 2018, the college's on-site registration initiative was expanded to provide academic advising, financial aid and registration services at nine of the 10 service area high schools.

Wor-Wic's strategic priority to provide flexible scheduling and diverse delivery methods supports the state plan strategy 3 to ensure equitable access for non-traditional students. The college has been analyzing its offerings to identify changes to better meet student needs. In FY 2017, there were almost 3,000 credit enrollments in online and hybrid (50 percent or more online) courses, an increase of 13 percent over the past four years (Indicator 6a). In the summer of 2018, the college expanded its online offerings by 30 percent more than the prior summer, increasing online enrollment by more than 100 students. Continuing education online courses enrolled more than 200 students in FY 2017 (Indicator 6b).

New online options were added to two continuing education training programs in FY 2018. The veterinary assistant program was restructured to combine online career training with a 50-hour clinical practicum in a local veterinary practice. Online options were also added for students taking child care credentialing classes. To expand distance learning opportunities for credit students, two lab science courses, environmental science and earth and space science, were offered in FY 2018 in a fully online format using mail order lab kits. New hybrid biology and statistics courses were offered for the first time in the spring of 2018.

In the fall of 2017, a dual enrollment psychology course was taught in a Somerset County high school via distance learning. The Wor-Wic instructor used web conferencing software to teach students in their high school classroom three days per week. The high school teacher was present



in the classroom and provided supplemental instruction during the other two class periods each week. This instructional format was implemented due to the lack of Somerset high school teachers qualified to teach this college-level course and the distance from Wor-Wic to the high school. Psychology courses will be taught in a similar manner in three high schools in Somerset and Worcester counties in the fall of 2018.

Wor-Wic's full-time service area tuition and fees compared to the average tuition and fees of Maryland public four-year colleges and universities was 40.5 percent in FY 2018 (Indicator 7). The college still remains one of the most affordable community colleges in the state. Maintaining affordable tuition is necessary due to the economic situation of Lower Eastern Shore residents. Compared to all Maryland residents, the college's service area has more low-income families, higher unemployment rates and a lower per capita income. Fifty-five percent of Wor-Wic's students receive some type of financial aid and more than 40 percent receive Pell grants (Student Characteristic E).

After resuming operation of Wicomico County's adult basic education program in FY 2015, enrollment in the college's continuing education basic skills and literacy courses more than doubled and increased each year to 2,227 enrollments in FY 2017 (Indicator 9b). The number of English for Speakers of Other Languages students served increased from 59 in FY 2014 to 790 in FY 2017 (Student Characteristic D).

Over the past four years, the college's minority student enrollment (37.3 percent credit and 37.9 percent non-credit) has been steadily surpassing the service area minority population of 30.7 percent (Indicator 10). The full-time minority faculty percentage varied from a low of 8.5 percent in the prior fall to 10.1 percent in the fall of 2017, falling short of the college's benchmark of 12 percent (Indicator 11). The percentage of full-time minority administrative and professional staff increased each year to 18.3 percent in the fall of 2017, surpassing the benchmark of 14 percent (Indicator 12). Due to the small number of employees in each category, a change of one or two employees can cause fluctuations in the minority percentages. In order to meet its faculty benchmark, the college would need to hire two more minority faculty members. Due to the low turnover of employees, the inability to add new positions due to budget constraints and a lack of local qualified minority applicants, the college is unlikely to reach its benchmarks for full-time minority faculty.

Embracing the state plan strategy 3 to provide support services to non-traditional students, a new veterans center opened on campus in the spring of 2018 with funding from a \$1.32 million TRIO Veterans Upward Bound grant. A new full-time director of veterans services position, funded by the grant and the college, was also created. The center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. More than 120 eligible veterans were assisted within the first three months of opening the center. Another program, funded by the U.S. Department of Transportation's Commercial Motor Vehicle Operator Safety Training Grant, provides financial assistance for veterans, their spouses and/or children who enroll in the college's commercial truck driver training courses.

About 350 veterans attended Wor-Wic's credit and/or non-credit classes in FY 2017. Current and prospective students who are veterans or active military personnel are assisted by the college's director of veterans services and eligible veterans are assisted by veterans center staff. The director also serves as advisor of the veterans and military association, a student club that raises awareness of veteran issues and organizes events pertaining to veterans. All veterans and active military personnel have access to the college's new student veteran lounge that opened in the spring of 2018. Wor-Wic was named as a silver-level Military Friendly School in the community college category for 2018 by Victory Media, a veteran-owned company whose mission is to assist military personnel transitioning into civilian life. The college has been selected as a Military Friendly School by Victory Media for seven consecutive years.

**State Plan Success Goal: Promote and implement practices and policies that will ensure student success.**

From the fall of 2014 to the fall of 2016, almost 80 percent of Wor-Wic's first-time students required developmental coursework (Student Characteristic B). This percentage decreased to 72 percent in the fall of 2017, largely due to a decrease in the percentage of students requiring developmental math. Students who complete their developmental coursework generally have successful-persister rates about the same as college-ready students (Indicator 16). Successful-persisters are students who transfer and/or graduate within four years after entry, or are still attending. For the most recent cohort, Wor-Wic's developmental completer successful-persister rate (82.4 percent) was 1 percentage point below college-ready students (83.7 percent). However, developmental completers have had consistently lower graduation-transfer rates than college-ready students in the four-year time frame of the analysis (Indicator 18). The gap between the developmental completer and college-ready graduation-transfer rates was about 15 percentage points for the fall 2013 cohort. This could be attributed to the fact that developmental students require extra coursework and therefore take longer to graduate.

The percentage of students who complete their developmental coursework within four years was 37 percent or higher for the past four cohort years (Indicator 15). The retention gap between developmental and college-ready students narrowed to less than 3 percentage points for the past two cohort years. Fall-to-fall rates for the fall 2016 cohort were 47.4 percent for developmental students and 48.2 percent for college-ready students. Students who do not complete their developmental coursework have successful-persister rates that are almost 45 percentage points lower than those of developmental completers (Indicator 16) and graduation-transfer rates that are more than 30 percentage points lower (Indicator 18). Since developmental non-completers account for 36 percent of the college's degree progress analysis cohort, the successful-persister and graduation-transfer rates for the "all students" group are heavily impacted by the non-completer rates.

Almost 40 percent of the 87 degree-seeking African-American students who started in the fall of 2013 earned an award or transferred within four years (Indicator 19a). More than half were successful or persisting within the same time frame (Indicator 17a). For the past two cohorts, African-American rates increased several percentage points over the prior two cohorts, but still remained more than 10 percentage points lower than the all-student cohort rates. The office of student engagement focuses on engaging minority students in campus activities to encourage

retention. In addition, the Black Student Association provides a support network for the black community at Wor-Wic and provides cultural enrichment and awareness to the campus and community at large. Membership is open to all students and employees. The fall-to-fall retention rate for low-income students, identified by the receipt of Pell grants, was 45.8 percent for the fall 2016 cohort, about 5 percentage points lower than the rate for Pell non-recipients.

Wor-Wic's strategic priority to improve developmental education student outcomes has led to various curriculum and policy changes to accelerate students through developmental education. Offerings have been increased for college-level English classes that include supplemental writing instruction in the same term and combination developmental reading and writing classes to help a larger number of students enroll more quickly in college-level English. Implementation of redesigned lowest-level reading and writing courses occurred in FY 2018 to improve availability and cost to students, as well as allow the students to move more quickly into credit courses. Course effectiveness has increased through National Repository of Online Courses software and support services on campus.

A new policy that allows recent high school graduates to start directly in college-level math based on high school math and cumulative GPA criteria was implemented in FY 2018. Students placed by this method had a higher success rate in their first math class than students placed with more traditional methods. This policy reinforces strategy 5 of the state plan to ensure that policies and practices support all students and encourage their success. Additionally, a new accelerated mathematics pathway was introduced in FY 2018 to allow students to begin taking college-level mathematics a term earlier than in the past. Students who enrolled in statistics linked with elementary algebra in the same term experienced pass rates comparable to those who took the classes over two terms.

In FY 2018, the college began participating in a pilot study to replace the current mathematics placement test with an adaptive test, ALEKS Placement, Preparation and Learning (ALEKS PPL). After students take the placement test, they have access to individualized learning modules that adaptively respond to provide students with customized practice prior to retesting. Improving their placement scores can save students time and money, and possibly affect their time to degree completion.

Over the past four years, the number of career degrees awarded increased 22 percent to 243 degrees in FY 2017 (Indicator 20a) and the number of transfer degrees awarded decreased 31 percent to 154 degrees (Indicator 20b). The addition of two new concentrations in the computer studies transfer program and proposed addition of a STEM transfer program are anticipated to increase the number of students pursuing transfer degrees. From the fall of 2014 to 2017, there was an increase of almost 10 percentage points in the percent of new full-time service area freshmen starting at four-year institutions. In FY 2017, 158 certificates were awarded, a decrease of 10 percent from the prior year (Indicator 20c). Overall, the number of awards decreased 5 percent over the past four years to 555 awards in FY 2017 (Indicator 20d). This decrease is most likely related to the decrease in credit enrollment. There were more than 1,000 students enrolled in STEM programs over the past four years and more than 230 degrees and certificates awarded in each of the past three years (Indicator 21).

Over the past four years, 97 percent or more of the college's graduates reported satisfaction with their educational goal achievement (Indicator 22). More than 80 percent of FY 2016 transfer program graduates were satisfied with their transfer preparation (Indicator 24). Small cohort sizes of less than 40 graduates might explain some of the variability in this indicator over the past four survey years. Wor-Wic students who transferred to Maryland four-year institutions had an average GPA of 2.69 in AY 2016-17 (Indicator 26b). Almost 80 percent of students who transferred had a first-year GPA of 2.00 or higher (Indicator 26a). Almost two-thirds of students who attended in the spring of 2017 and did not return the following fall reported that they had completely or partly met their educational goal the prior spring (Indicator 23).

The percentage of radiologic technology graduates who passed their licensure examinations on their first try was 100 percent in each of the past four years (Indicator 25c). Nursing first-try pass rates increased from 93.3 percent in FY 2014 to 100 percent in FY 2016 and FY 2017 for licensed practical nursing (LPN) graduates (Indicator 25a). Registered nursing (RN) rates increased above 80 percent in FY 2015 and FY 2016 and then decreased to 77.2% in FY 2017 (Indicator 25b). The college is in its fourth year of a five-year Nurse Support Program II grant from the Maryland Higher Education Commission (MHEC) that has funded a Center of Academic and Career Success in Nursing. The center is designed to recruit qualified pre-nursing students, retain students through graduation, prepare RN graduates for the NCLEX examination, encourage students to pursue education beyond the associate degree and provide support and resources for graduates to transition into the workforce. Through a Nurse Support Program II planning grant, a pathways coordinator was hired in FY 2018 to develop agreements with other regional colleges and universities in support of an RN to BSN pathway. Work to finalize several MOUs that are currently in development with Maryland four-year institutions, as well as other institutions that have online programs, will continue in FY 2019. An expansion of the spring registered nursing cohort occurred in January 2018 to provide more seats for currently employed LPNs who wish to return and complete their RN degrees.

The percentage of EMT-Basic students who took the licensure exam and passed on their first try fluctuated between 57 and 89 percent over the past four years (Indicator 25d). More than 75 percent of the EMT-Intermediate and EMT-Paramedic students passed on their first try in each year, with all of the EMT-Intermediate students passing in FY 2017 (Indicator 25e and 25f). Professional online study tools and increased tutoring have been provided to improve pass rates.

**State Plan Innovation Goal: Foster innovation in all aspects of Maryland higher education to improve access and student success.**

In support of the state plan's strategy 8 to improve workforce readiness, Wor-Wic's practical and registered nursing programs applied for and received pre-accreditation status in February 2018 from the National League for Nursing Commission for Nursing Education Accreditation. The nursing department is beginning a self-study in order to apply for initial accreditation by January 2021. In addition, the college's chemical dependency counseling and occupational therapy assistant degree programs have been designated as statewide programs starting in FY 2019.

In three out of the last four survey years, more than 90 percent of the college's career program graduates indicated that they were satisfied with their preparation for employment (Indicator 29).

Eight-six percent or more reported in each year that they were employed full time in a field related or somewhat related to their program of study (Indicator 28).

For the past three years, Wor-Wic partnered on a grant from the U.S. Department of Labor that supports the Cyber Pathways Across Maryland (CPAM) consortium. Grant funds have been used to upgrade a computer studies laboratory into a security and networking lab and redesign curriculum delivery. A college and career navigator worked with local agencies, such as the One-Stop Job Market, to recruit veterans, un- and under-employed adults, and other low-skilled adults into Wor-Wic's computer programs, advise and coach the students, and reach out to local employers to develop internship and employment opportunities. The navigator also conducted presentations in computer classes at each of the service area high schools. The grant program, which will be ending in the fall of 2018, has enrolled more than 200 students.

Related to the state plan strategy 9 to strengthen collaboration in addressing teaching and learning challenges, the college is creating an instructional designer position and new instructional technology lab in the fall of 2018 to assist faculty with the design and implementation of online courses. Faculty training for online courses was identified as a concern as online offerings at the college expand. The college is also participating in an Adaptive Learning in Statistics grant, funded by the Bill and Melinda Gates Foundation. Faculty utilize an adaptive learning platform for instruction in statistics classes in order to improve student learning outcomes. This new instructional method was piloted in the spring of 2018 and will be implemented in all statistics classes in the fall of 2018.

Through a Maryland Open Source Textbook grant, students who took college algebra and trigonometry in FY 2018 used an open educational resource (OER) book and a free platform for lab exercises through the Lumina Foundation. Workbooks were also created in-house and provided free to students. In the past, students were required to purchase software and a book for \$180. The grant continues through FY 2019 with no course material costs for students. Beyond that, there will be a minimal cost (less than \$40) for a homework delivery platform.

In addition to efforts aimed at student success, Wor-Wic has strengthened its workforce partnerships over the past year by working with local employers to address workforce and skill shortages in multiple industries. Employer-paid customized training has been provided on topics such as Microsoft Office, effective communication and leadership. The number of businesses contracting training exceeded 120 in each of the past four years (Indicator 32) and enrollments in contracted courses increased to more than 4,600 in FY 2017 (Indicator 33b).

The college is the lead or a partner on several Maryland Department of Labor, Licensing and Regulation Employment Advancement Right Now (EARN) grants that support workforce development. In FY 2018, almost 30 students enrolled in Unmanned Aircraft Systems (UAS) training courses to prepare students for entry-level jobs in the growing UAS industry. The courses were funded by an EARN grant and offered through a partnership with Sentinel Robotic Solutions, the Lower Shore Workforce Alliance, the Association for Unmanned Vehicle Systems International, UAV Solutions and Quality Staffing Services. Through EARN grant funding and in partnership with Quality Staffing Services and the Lower Shore Workforce Alliance, a new carpentry course was first offered in FY 2018 to prepare qualified students with the basic skills

required to enter the construction industry. Additionally, the college was awarded a third year of EARN grant funding to support 17 certified nursing assistant (CNA) scholarships, as well as \$10,000 for stackable credential training and \$3,000 for mental health first aid training for CNAs. Enrollments in workforce development courses increased over the past three years to more than 7,800 in FY 2017 (Indicator 30b).

### **Response to Questions Raised by the Commission's Review of the College's 2017 Report**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** *In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The gaps in achievement between these student populations has lessened over time but gaps still exist for the most recent cohort (12.7 percentage points for successful-persister rates and 5.2 percentage points for graduation-transfer rates).*

*The College acknowledges these trends in its 2017 Report, sharing that a number of grant-funded initiatives are in place to support African American students at the College. How are these programs being evaluated for their effectiveness and what longer-term commitments might the College make to ensure that promising programs continue to get funding beyond the grants' terms?*

The five-year TRIO Student Support Services Program grant that began in FY 2016 provides academic and personal support services for at-risk students who are low income, first generation and/or students with disabilities. African-American students have comprised 40 to 45 percent of the cohort each year. The TRIO program is evaluated based on graduation, transfer and persistence rates, as well as academic standing and maintaining a certain level of participation and demographics of the students served (low income and first generation).

African-American veterans made up 30 percent of the first-year cohort for the TRIO Veterans Upward Bound grant. The veterans center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. Success of the program is measured by the number of services provided to the veterans.

The college plans to reapply for both of these grant programs and continue offering comprehensive services for these student and veteran populations.

## COMMUNITY OUTREACH AND IMPACT

### **Collaboration with Local High Schools**

High school students in Worcester, Wicomico, Somerset and Dorchester counties are eligible to receive college credit for certain courses they have completed in high school as a result of articulation agreements between the college and the local boards of education. Beyond the tuition requirements mandated by Maryland's College and Career Readiness and College Completion Act of 2013, students attending public high schools and several private high schools in the service area can attend Wor-Wic with a 25 percent tuition discount if they meet their school's dual enrollment eligibility requirements. General education courses are taught in Worcester and Somerset county public high schools and in a local private high school. Wor-Wic is working with the Wicomico County Public Schools to pilot an "Early College" program in the fall of 2018. The program is designed for students in the 11<sup>th</sup> and 12<sup>th</sup> grades to enroll in specific coursework at Wor-Wic so they can potentially graduate with an associate degree at the same time as earning their high school diplomas.

### **Transfer Opportunities to Four-Year Institutions**

Providing a seamless transition for students who start at Wor-Wic and want to transfer to a four-year institution, the college offers transfer programs in biology, business, computer studies, education and general studies. In addition, articulation agreements for specific programs have been developed with several universities. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University, and forensic science technology graduates can transfer to the University of Baltimore's forensic science program, with junior status. Wor-Wic and the University of Maryland University College (UMUC) have a partnership agreement that provides Wor-Wic students with dual admission into several UMUC bachelor's degree programs and access to financial advantages through the UMUC Maryland Community College Transfer Scholarship program. Additionally, the college's nursing program has a statewide articulation agreement that allows graduates to transfer up to 70 credits to institutions in the University of Maryland system. Wor-Wic has a 3+1 articulation agreement with Wilmington University to provide a seamless transfer experience for students who complete an associate of science degree in nursing at Wor-Wic. Nursing graduates who complete an additional 16 credit hours at Wor-Wic can transfer to Wilmington University, where they complete 34 additional credit hours to earn a bachelor of science in nursing degree.

### **Program Partnerships with Other Colleges**

Wor-Wic partners with other Maryland community colleges to increase access to continuing education programs that address a shortage of skilled workers in the local area. Clinical skills and rotations for a nursing refresher course are provided by Wor-Wic and the online theory portion is provided by the College of Southern Maryland. Wor-Wic also partners with the College of Southern Maryland to provide water/wastewater technician certification renewal courses for local municipalities. In a partnership with Howard Community College, Wor-Wic offers a suite of online child care courses that enable students to receive just-in-time instruction for pre-qualification and certification.

### **Bridges Program with Salisbury University**

Wor-Wic collaborates with Salisbury University in a joint admission program for new students. A select group of 30 freshmen who are identified by the university are offered fall admission to the Bridges program. These students live in a residence hall at SU and enroll in Wor-Wic classes offered on the university campus. The classes are taught by Wor-Wic faculty and include general education courses that transfer to SU. Wor-Wic employees provide admission, advising, disability and financial aid services. Bridges students are integrated into the SU experience through summer and welcome week activities, and they receive academic coaching through the SU Center for Student Achievement. Students who successfully complete the program transfer to SU the following spring semester.

### **Economic Impact Scholarships**

The Wicomico Economic Impact Scholarship (WEIS) covers tuition and fees for eligible recent Wicomico County high school graduates (public, private and home school), as well as adults who recently earned a Maryland high school diploma, whose household income is \$75,000 or less. To remain eligible for the program, students must maintain a 2.0 GPA and register for at least 12 credits per term. The intent of the scholarship, initiated by the county executive and approved by the county council, is to provide a more educated workforce for local businesses and encourage new businesses to come to the area. In FY 2018, the second year of the program, 65 students enrolled, bringing the total number served to 149 students. Seven students in the program graduated in the spring of 2018. The Somerset Economic Impact Scholarship (SEIS) has similar criteria to the Wicomico scholarship, except for no income cap. The Somerset scholarship, a joint effort by the Somerset County Commissioners and the Lower Shore delegation, was supported and funded by Governor Hogan. The first cohort of 30 students started in the fall of 2017, increasing Somerset County's first-time, full-time student enrollment at Wor-Wic by 57 percent over the prior year.

### **Driver Education Training**

Almost 200 students attended the college's driver education course in FY 2018 and more than half received tuition assistance. Although the course is open to any area resident 16 years old or over, the idea originated as an effort to help area economically-disadvantaged residents obtain a driver's license and improve their ability to obtain jobs. Wor-Wic is the only driver education provider in the area to offer financial aid. Students who qualify for aid pay at least \$50. Those who don't qualify for aid pay the market rate charged by other local providers. Almost 30 of the FY 2018 students were 20 years old or older. Since the training began in FY 2015, more than 500 students have taken the course and 60 percent have received tuition assistance.

### **Welding Training**

Through a Maryland Energy Administration grant to Arcon Welding and a Maryland Department of Labor, Licensing and Regulation EARN grant to Wor-Wic, the college developed a program to meet the current needs of welding industry employers, as well as the future need for offshore wind workers. Costs to create a welding training center and tuition-free training were funded by the grants. Students who complete the program earn certifications in welding designed to enhance their employment skills.



### **Casino Table Games Training**

Through a Maryland Department of Labor, Licensing and Regulation EARN grant, Wor-Wic received \$48,883 to deliver table games training in partnership with the Ocean Downs Casino. The grant provides for the training of 320 new and incumbent workers and coincides with a recent expansion at the casino.

### **Adult Basic Education Program**

With a grant from the Maryland Department of Labor, Licensing and Regulation, Wor-Wic provided adult education services to more than 500 Wicomico County residents in FY 2018. Classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Incarcerated individuals at the Wicomico County Detention Center also benefit from these classes. Students are introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. Additionally, the college and detention center are official GED testing centers.

### **Training for Incarcerated Youth and Adults**

In FY 2018, the college provided training to Wicomico County incarcerated youth and detention center inmates for the National Restaurant Association ServSafe food handler and manager certifications. The certifications are stackable credentials intended to assist the youth and inmates in locating employment upon their release. For the second year, Wor-Wic participated in the Department of Education's Second Chance Pell Experimental Initiative that provides access to federal financial aid for incarcerated students. Wor-Wic is one of 67 colleges and universities chosen to participate. The initiative is designed to provide education that will help incarcerated individuals secure jobs when they are released. In FY 2018, business management and hotel-motel-restaurant management program courses were taught to almost 40 qualified inmates at the Eastern Correctional Institution who are likely to be released within five years.

### **Transitional Youth Initiatives**

Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2018 for students 18 to 21 years old with significant cognitive disabilities. Training areas included financial literacy, computers and culinary coursework leading to the national ServSafe certification. New courses taught in FY 2018 included child care, building maintenance and landscaping. The program is a partnership of the Wicomico, Worcester and Somerset public schools and Wor-Wic, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment.

### **Gifted and Talented Program**

In the summer of 2018, the college's summer scholars gifted and talented program enrolled almost 350 public, private and home-schooled students with almost 800 course enrollments. Students entering third through ninth grades attended a variety of enrichment courses that focused on art, history, self expression, career exploration, culinary arts, science, technology, engineering, mathematics and problem solving. The college received a \$5,250 grant from the Community Foundation of the Eastern Shore that allowed 23 service area students who were eligible for free and reduced meals to attend classes in the summer of 2018.

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**Student Characteristics (not Benchmarked)**

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	70.7%	72.5%	73.1%	74.3%
B. Credit students with developmental education needs	79.9%	78.1%	79.2%	72.0%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	42.7%	34.7%	34.8%	34.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	59	462	408	790
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	48.7%	46.6%	43.9%	43.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	60.8%	60.2%	57.8%	55.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	38.5%	39.6%	37.5%	38.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	77.9%	76.2%	75.3%	75.3%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	55.5%	54.5%	55.3%	57.6%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.7%	3.8%	4.4%	5.0%
b. Black/African-American only	21.3%	22.2%	24.4%	25.4%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.2%
e. Asian only	1.8%	1.7%	2.0%	1.9%
f. White only	66.4%	65.3%	62.8%	61.2%
g. Multiple races	3.8%	4.2%	4.1%	3.7%
h. Foreign/Non-resident alien	0.4%	0.3%	0.5%	0.7%
i. Unknown/Unreported	2.3%	2.1%	1.4%	1.7%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,552	\$14,569	\$17,914	\$16,677
b. Median income three years after graduation	\$39,800	\$44,597	\$39,450	\$44,478

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	10,300	10,173	10,067	10,183	<b>11,000</b>
b. Credit students	4,508	4,406	4,277	4,109	<b>5,100</b>
c. Continuing education students	6,120	6,112	6,156	6,433	<b>6,250</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	46.8%	41.6%	44.2%	38.1%	<b>56.0%</b>
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	79.9%	77.4%	80.3%	81.2%	<b>80.0%</b>
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	55.5%	53.2%	50.4%	59.3%	<b>67.0%</b>
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		211	231	311	325	300
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	2,588	2,780	2,729	2,927	3,200
	b. Continuing education	284	263	221	224	275
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		39.4%	40.7%	40.8%	40.5%	40.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	713	640	854	780	675
	b. Annual course enrollments	1,096	1,045	1,476	1,373	1,100
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	455	1,089	1,193	1,188	1,100
	b. Annual course enrollments	814	1,903	2,140	2,227	2,000
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	31.7%	33.0%	35.9%	37.3%	33.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		32.1%	37.9%	35.6%	37.9%	33.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		29.7%	30.1%	30.4%	30.7%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		9.9%	10.1%	8.5%	10.1%	12.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		10.4%	12.1%	14.5%	18.3%	14.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	42.0%	47.4%	51.5%	47.4%	53.0%
	b. College-ready students	55.7%	62.9%	54.0%	48.2%	62.0%
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	40.1%	43.8%	50.6%	45.8%	48.0%
	b. Non-recipients	51.5%	60.3%	53.9%	50.5%	Not Applicable
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					

**WOR-WIC COMMUNITY COLLEGE  
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15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		37.6%	37.3%	39.8%	36.7%	45.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	83.3%	85.7%	85.5%	83.7%	85.0%
	b. Developmental completers	81.9%	82.9%	83.4%	82.4%	85.0%
	c. Developmental non-completers	34.9%	32.5%	31.6%	38.1%	Not Applicable
	d. All students in cohort	63.5%	63.6%	65.5%	66.6%	67.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	48.1%	47.1%	52.8%	51.7%	63.0%
	b. Asian only	*	*	*	*	0.0%
	c. Hispanic/Latino	*	*	*	*	0.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	69.7%	71.4%	68.7%	74.4%	71.0%
	b. Developmental completers	57.3%	57.4%	55.6%	59.9%	58.0%
	c. Developmental non-completers	23.4%	22.3%	24.3%	27.1%	Not Applicable
	d. All students in cohort	45.3%	45.5%	46.7%	50.9%	51.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	34.1%	31.4%	41.5%	37.9%	40.0%
	b. Asian only	*	*	*	*	0.0%
	c. Hispanic/Latino	*	*	*	*	0.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	199	197	217	243	220
	b. Transfer degrees	224	171	187	154	210
	c. Certificates	163	169	175	158	170
	d. Total awards	586	537	579	555	600
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	1,117	1,237	1,090	1,045	1,290
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		198	234	244	244	260
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		97.8%	97.7%	96.9%	100.0%	98.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		52.9%	60.3%	62.2%	63.9%	72.0%

**WOR-WIC COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	91.2%	78.1%	68.4%	82.4%	80.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. LPN	93.3%	97.2%	100.0%	100.0%	100.0%
Number of Candidates	45	36	22	30	Not Applicable
b. RN	75.0%	82.6%	82.7%	77.2%	90.0%
Number of Candidates	76	69	81	79	Not Applicable
c. Radiologic Technology	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	12	7	6	12	Not Applicable
d. EMT-Basic	89.6%	57.0%	81.8%	67.0%	92.0%
Number of Candidates	29	23	11	18	Not Applicable
e. EMT-Intermediate	86.7%	76.0%	80.0%	100.0%	85.0%
Number of Candidates	15	17	10	6	Not Applicable
f. EMT-Paramedic	77.8%	86.0%	89.5%	88.0%	90.0%
Number of Candidates	9	14	19	8	Not Applicable
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	80.5%	78.3%	85.0%
b. Mean GPA after first year	Not Available	Not Available	2.73	2.69	2.80
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	40.5%	39.3%	38.3%	37.5%	41.0%
b. Academic support	17.0%	18.8%	18.7%	18.9%	16.0%
c. Student services	7.3%	6.7%	7.2%	7.5%	7.0%
d. Other	35.2%	35.2%	35.8%	36.1%	36.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	86.5%	90.9%	87.1%	90.3%	90.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	93.8%	88.6%	91.9%	96.4%	95.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,175	4,580	4,373	4,726	5,000
b. Annual course enrollments	8,172	7,021	7,033	7,820	7,700
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,272	2,465	2,393	2,676	2,500
b. Annual course enrollments	3,849	3,940	3,950	4,669	4,000
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	137	134	132	123	140

**WOR-WIC COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,663	2,007	1,883	2,388	<b>2,250</b>
b. Annual course enrollments	4,487	3,299	3,534	4,651	<b>3,700</b>
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	95.9%	100.0%	100.0%	<b>98.0%</b>

**PUBLIC FOUR-YEAR  
INSTITUTIONS**

# BOWIE STATE UNIVERSITY

## MISSION

Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community.

## INSTITUTIONAL ASSESSMENT

Bowie State University has a rich and vibrant history as the State's oldest historically black institution. Many of the founding values continue to resonate through the University's 2013-2018 Strategic Plan. The Plan continues the University's commitment to providing high-quality academic programs; promoting access, affordability and success; conducting and sustaining academic transformation initiatives; and promoting efficient and effective use of organizational resources in an institutional climate that recognizes excellence, civility, integrity, diversity, and accountability as its core values.

In July 2017, the University welcomed Dr. Aminta H. Breaux as its tenth president. President Breaux set three priorities for FY 2018: academic excellence, student success and long-term viability. Her vision for Bowie State University is to build on strength and excellence together as a community of learners to:

- Preserve the lasting legacy of **Bowie State University** as the first Historically Black Institution in the State of Maryland.
- Continue to build academic excellence.
- Create curricular and co-curricular opportunities supportive and engaging of 21<sup>st</sup> century learners.
- Encourage and support the diversity of learners enrolled at **Bowie State University**.
- Create new partnerships in our local and global communities.
- Develop new and distinctive programs that uniquely define **Bowie State University**.
- Demonstrate fiscally sound models, metrics and accountability measures to our internal and external stakeholders in public higher education.
- Promote the value of the quality educational experience provided by **Bowie State University** faculty, staff and administrators.
- Ensure the long-term viability of the university - growing the resources we need to support our mission for access and affordability to a quality education.

This report summarizes the progress Bowie State University has made in achieving the goals and objectives of the 2013-2018 Strategic Plan and Dr. Breaux's FY 2018 priorities.



**Goal 1: Deliver high quality academic programs and relevant co-curricular experiences.**

Bowie State University is committed to continuous improvement of its academic programs and providing a high-quality, liberal arts educational experience for students through the creation of a learning environment that combines up-to-date, evolving curricula and co-curricular learning opportunities. During FY 2018, the Department of Technology and Security was established to prepare students for the cybersecurity workforce. The Department of Social Work was reaccredited by the Council of Social Work Education. The University entered into a new partnership with Prince George's and Howard Community Colleges to offer upper division business administration courses at the Laurel College Center. Forty-three students in the 2018 Summer Undergraduate Research Initiative (SURI) investigated research topics including identifying vulnerabilities in blockchain technology and exploring differences in contemporary feminist movements like #MeToo. Students from the Entrepreneurship Academy's Summer Launch Program showcased research into their start-up companies as part of the SURI final program as did Bowie, Farmingdale State College and University of Maryland College Park students participating in the NSF Research Experiences for Undergraduates in Cybersecurity. This eight-week program included bi-weekly research forums and a culminating research/creative work symposium where students and faculty presented their collaborative work.

STEM undergraduate enrollment grew for a second year in a row from 653 to 871 (+33%) between fall 2015 and 2017. The number of fall 2017 STEM majors exceeded the MFR target of 750 in 2019. The number of STEM undergraduate degrees rose to 114 in FY 2018 (**MFR Objective 1.5**). Bowie State has undergraduate STEM programs in biology, bioinformatics, computer science, computer technology, and mathematics. The University plans on submitting a BS in Chemistry proposal to USM in FY 2019 to expand its STEM offerings.

Specialized accreditation activities during FY 2018 included reaccreditation of the undergraduate social work program by the Council of Social Work Education (CSWE), the Accreditation Commission for Education in Nursing (ACEN) Baccalaureate Nursing Program Follow-Up Report and self-study preparation for the College of Business's Accreditation Council for Business Schools and Programs (ACBSP) visit in FY 2019. The Public Administration graduate program is also in the Network of Schools of Public Policy, Affairs and Administration (NASPAA) self-study process with a report due in FY 2019 (**MFR Objective 1.2**).

Enrollment in the undergraduate and graduate initial teacher certification programs increased slightly in fall 2017 to 231. The department continues to reach out to area community colleges and local public schools to recruit students into the early childhood and elementary education programs (**MFR Objective 1.6**).

The Nursing Department has made progress on its work plan to bring the undergraduate program into ACEN compliance in the areas of communication; curriculum; faculty; learning environment; licensure pass rates; resources; student learning outcomes; and systematic evaluation. In the August 2017, the University received notice that ACEN's Board of Commissioners granted continuing accreditation to the baccalaureate nursing program, placed the program on warning for good cause, and requested a Follow-Up Report be submitted in one

(1) year. The Follow-Up Report was submitted in August 2018, and the follow-up visit will be conducted October 2 – 4, 2018. Licensure pass rates fell from 72% for FY 2016 to 59% in FY 2017 (the most recent year available). The ACEN Follow-Up Report outlined a number of interventions the department is taking to increase NCLEX pass rates including ATI Content Mastery Testing, comprehensive content review and weekly test taking practice, and access to other online test preparation tools. The number of BSN graduates rose slightly to 58 in FY 2018 (**MFR Objective 1.7**).

The programmatic efforts listed above are consistent with MHEC's 2017 Plan for Postsecondary Education Goal 3 – Foster innovation in all aspects of Maryland higher education to improve access and student success (Strategy 8 and Strategy 9) to enhance workforce development and workforce readiness and to strengthen collaboration in addressing teaching and learning challenges.

The University continues the use of indicators related to faculty quality and workload. All new faculty are expected to have terminal degrees in their field (**MFR Objective 1.1**) and are expected to balance teaching, scholarship and service while maintaining a 7-8 course unit load (**MFR Objective 1.4**). Graduate satisfaction levels with academic preparation for employment and lifelong learning are indirect measures of quality. As reported last year, the number of 2016 graduates responding to the one-year graduate follow-up survey was not representative of the graduating population and should be used cautiously. The proportion of graduates satisfied with their educational preparation for employment was 86 percent in 2017, similar to 2013 graduates (responding in 2014). The proportion of graduates satisfied with their preparation for graduate/professional school was 80 percent for the survey of 2016 graduates (**MFR Objective 1.3**).

## **Goal 2: Develop and implement programs and services that promote access, affordability, and completion for a diverse student body.**

Bowie State University initiatives supporting student success summarized below directly support Goal 2 of MHEC's 2017 *State Plan*. These selected student success activities are reported in other documents submitted to MHEC.

### Pre-College Experiences

Bowie State University has offered summer bridge programs for over 10 years. In summer 2016, the summer bridge program was renamed Bulldog Scholar's Academy with a significantly refreshed curriculum. It maintained the traditional six-week residential academic program designed to provide a "jump start" towards a college education for a first-time freshman. Bulldog Scholars were enrolled in Freshmen Seminar and mathematics.

The 2017 Bulldog Scholars Academy provided first-year students with interdisciplinary learning communities intended to inspire, engage, and empower. All 81 students took a credit-level math course and Freshmen Seminar. Three different math classes were offered based on major requirements and students' SAT and placement scores. Of the 28 students enrolled in College Algebra, 54% passed with a C or better. Thirty-five were enrolled in Pre-Calculus with 51% passing with a C or better. The remaining 18 students enrolled in Math Ideas with 78% passing. The Freshmen Seminar class was broken into two components – campus orientation and critical

reading and inquiry. All students engaged in a final project integrating seminar and co-curricular experiences. Ninety-eight percent passed with a C or better. At the end of their first academic year, 2017 Bulldog Scholar Academy participants earned more credit hours and have comparable cumulative GPAs at the end of the first year when compared to the freshmen cohorts.

FY 2018 marked the third year of the dual enrollment program with Prince Georges County Public Schools (PGCPS). The credits earned in the college may also count as credit on the high school transcript. PGCPS pays the tuition of all students who are accepted into the program. For those students who are participants in the Free and Reduced Meals program, PGCPS will also pay fees and purchase the textbooks for the students. Thirty-seven PGCPS students participated in fall 2017 and in spring 2018.

### Academic Support

The Bowie State University Academic Advising Center (AAC) provides advising services to first and second year students with the exceptions of the following majors: Nursing, Social Work, Computer Science, and English. These departments provide all academic advising services to their majors. The AAC is committed to assisting students in identifying and completing their educational goals through the following services: freshmen seminar, advising and course planning, advising and mentoring selected student populations, and advising all new freshmen and transfer students with less than 60 credits. The Peer Advising Program was initiated in FY 2018. Five students worked 25 hours a week over the summer to assist new students with the course registration process. These peer advisors assisted approximately 175 students in each of the 14 new student sessions. Overall, the AAC had approximately 7,600 appointments for more than 2,700 current students in FY 2018.

During FY 2018, the Retention Coordinators (one in each of Bowie's four colleges) continued their collaborative efforts to promote student success both academically and socially. The four retention coordinators combined to offer approximately 2,300 student appointments during the 2017-2018 academic year. Students met with retention coordinators for academic advising/planning, academic warning and probation, academic support, career development, change of major, counseling, employment, financial aid, general assistance, housing, personal development, re-admittance, scholarships, and transfer evaluations. The retention coordinators continued to assist students with their appeals to regain federal student aid and host programs and events to enhance the academic and social progress of students.

Bowie State University's Writing Center and Mathematics labs focused primarily on students taking developmental mathematics, English and reading courses but also assist others in college-level classes. The Tutoring and Supplemental Instruction Center offers both individual and group tutoring sessions in the following content areas: biology, chemistry, computer science and technology, English, French, mathematics, physics, physical sciences, and Spanish.

The Writing Center served over 900 students in FY 2018. The Center continued to support non-native speakers and provided sessions for the English Proficiency practice exams. Students most frequently sought help for courses offered by the College of Arts and Sciences. English 102 was the most frequently supported course.

The Writing Center continued to host and/or collaborate on workshops on topics including an introduction to the writing center, MLA and APA style, academic integrity in writing, and several presentations during faculty development sessions. The Center continued to hold its annual Black History Month Writing Contest, provided student support for the English Proficiency Exam as well as providing in-class visits.

The MathLab fosters better understanding, improved knowledge, and independence and student pride through each tutoring session. The Lab is staffed by part-time tutors. In FY 2017, MathLab staff focused more on the first year experience and retention of new students enrolled in MATH 099 (developmental), 125 (College Algebra) and 141 (Pre-Calculus). Individual and/or group tutoring sessions were provided at least twice a week for each of these courses. The number of support sessions in AY 2018 was over 4,000.

Building on the accomplishments of the previous year, the Tutoring and Supplemental Instruction Program (TuSIP) concentrated its efforts on the provision of academic support to STEM students through group study sessions while remaining committed to supporting all BSU students. Experienced tutors were hired in order to preserve the quality of the tutoring services. Over 1,000 students received assistance in primarily STEM courses.

Online tutoring through SMARTHINKING is also available on a 24/7 basis. For FY 2018, a total of 386 students participated in 1101 sessions through SMARTHINKING, equivalent to 653 hours of student practice. Most students used SMARTHINKING to review essays and for grammar and documentation review. Approximately 80 percent of those accessing SMARTHINKING did so after normal office hours. In addition to writing assistance, students used SMARTHINKING for micro- and macro-economic principles, accounting, physics, algebra and statistics assistance.

Institutional funding for need-based and academic scholarships increased to over \$5.5M in FY 2017. Increasing institutional aid is a deliberate effort to off-set annual tuition and fee increases and to lessen the impact of these increases on family budgetary stability (**MFR Objective 2.3**). In 2007, 69 percent of Bowie undergraduates received some form of financial aid. In 2017, that figure stands at 80 percent. Trends in institutional aid are below.

Trends in Institutional Financial Aid

	Fiscal Year				
	2013	2014	2015	2016	2017
Institutional Need-based Aid	\$2,081,501	\$3,079,128	\$2,843,934	\$3,062,358	\$3,061,227
Other Institutional Scholarships	\$2,389,284	\$2,409,954	\$2,399,048	\$2,508,507	\$2,512,526

Source: FAIS

The overarching expectations for Goal 2 of BSU's 2013-2018 Strategic Plan are increases in retention and graduation rates. The accumulated impact of all efforts to improve student success is demonstrated in the increases in these measures. Second year retention rates (**MFR Objective 2.1**) for 2017 declined to 72 percent. Academic support programs described above focused on returning to the MFR second year retention goal. The six-year graduation rate (**MFR Objective 2.2**) of the 2011 MHEC cohort rate was 42 percent. The stabilization of institutional academic and financial support systems contributed to this stable rate.

**Goal 3: Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.**

Bowie State is committed to a student-centered learning experience using innovative delivery methods from technology-enhanced traditional courses through fully online courses and programs. This commitment aligns with MHEC's 2017 *State Plan* Goal 3 – Innovation.

Each summer, the Office of the Provost offers the summer academic transformation grant program to encourage faculty to enhance courses using various academic transformation strategies. One high-enrolled course participated in FY 2017. Principles of Accounting I (ACCT 211) incorporated EdReady to help students refresh their math skills, changed the textbook, and added supplemental instruction. The summer grant program is funded through a Title III activity. The pilot was scaled to all ACCT 211 sections in spring 2018. In summer 2018, summer support was also provided to new academic program development. It is anticipated that at least three new programs will be brought forward to the Maryland Higher Education Commission in FY 2019.

The 2013-2018 Strategic Plan Initiative, 3.3 *Identify and implement selected online academic programs and courses to provide alternative modes of instructional delivery*, provides the framework for expansion of distance education. Academic departments, Academic Computing and the Office of Planning, Analysis and Accountability (OPAA) identify possible courses and programs for development. Once identified and discussed with the academic departments, faculty and Academic Computing collaborate to develop online courses that are comparable to face-to-face instruction. Since FY 2014, the number of courses offered fully online or in a hybrid format increased by 69 percent. In fall 2017, one-third of Bowie's students were enrolled in at least one on-line or hybrid course (N=1,870). However, only 65 students were enrolled exclusively in a distance format (**MFR Objective 3.1**).

**Goal 4: Advance the overall effectiveness and efficient use of resources and identify new revenue sources to support the university's core mission**

Bowie State is committed to expanding the breadth and depth of resource acquisition to generate revenue through grants, contracts, fundraising, and auxiliary enterprises for continuous infrastructure, academic program and resource improvement, while redirecting resources as needed to remain solvent, competitive, and relevant. This goal supports *The USM through 2020: A Renewed Vision for Powering Maryland Forward*, Goal 5 – Adherence to the highest standards of stewardship in all its endeavors.

Bowie's alumni giving decreased to \$201,615 in FY 2017 but is still above earlier levels. (**MFR Objectives 4.1 - 4.2**). Bowie State has consistently received over \$8 million in external grant funding. In FY 2017, the University received a total of \$8.7M in external grants and contracts (**MFR Objective 4.3**).

**MFR Objective 4.4** *Increase classroom utilization rates* measures the percentage of general use classrooms, meeting the standard of 45 scheduled hours per week (between 8:00a.m. and 5:00 p.m.). Bowie State has been deliberate in its class scheduling to address increases in course

sections due to continued enrollment growth. The classroom utilization rate was 67 percent in fall 2017.

**MFR Objective 4.5** *Increase the funds allocated to facilities renewal* measures achievement against the Board of Regents goal of 2%. The percentage has fluctuated over the past 5 years from 1.3% to a high of 4.6%. In FY 2016, the rate was 1.5%.

**MFR Objective 4.6** *Increase the percentage of expenditures for instruction* - This objective, which is included in the USM Dashboard indicators, demonstrates the University's commitment to supporting teaching. The University maintained its commitment to instruction by apportioning over 43 percent of its funds for instruction in FY 2017.

## **BOWIE STATE UNIVERSITY**

### **Response to MHEC Question**

*Obj. 2.1: Maintain or exceed the 2012 undergraduate second-year retention rate of 75 percent.*

*Obj. 2.2: Increase the undergraduate six-year graduation rate from 38 percent in 2015 to 50 percent in 2019.*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported that its second-year retention rates and six-year graduation rates for all students and African American students were almost identical. This is to be expected since the University is an historically black institution and African American students comprise the majority of the institution's undergraduate students.

The University noted that it met its second-year retention benchmark (75%) and steadied its six-year graduation rate (approximately 41%), crediting the stabilization of institutional, academic, and financial support systems as contributing factors. Please describe in greater detail how these systems were stabilized and whether the University feels it can maintain these patterns in the long term. Also, please describe the factors the University has identified that affect these trends. Which individual strategies have been most effective at increasing retention and graduation rates, and which have been less effective? Finally, please share what strategies will be implemented to help attain the 50% graduation rate goal for 2019.

### **Response**

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) and with retention coordinators. 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 offices use the data to track student engagement in targeted retention efforts.

For the past three years, annual retention targets have been 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 2018, retention efforts were expanded to include monitoring of re-enrollment for

the next semester. OPAA shared lists of students who had not re-enrolled on a weekly basis to academic departments, retention coordinators and AAC beginning three weeks into registration. The academic departments encouraged faculty to reach out to their advisees to discuss barriers to re-enrollment for the next semester and to address academic challenges.

Retention activity reporting now incorporates an evaluative component that is used for future enhancement or discontinuance of efforts. For example, the Academic Recovery program in the Academic Advising Center (AAC) has had limited success due to student commitment to the process. The AAC has refocused its retention efforts on smaller, well-defined groups (athletics, university band and males) and to incorporate more mentoring activities to promote student engagement. The Summer Bulldog Academy was redesigned three years ago to combine academic and social integration into its programming. Enrollment in the summer bridge program has remained at approximately 80 students since the redesign. The organizers are working to identify barriers to and strategies for increasing enrollment. These efforts combined with improvements in financial aid processing have helped stabilize retention efforts.

The first-time freshmen six-year graduation rate goal of 50 percent in 2019 was aspirational in nature when it was set. While progress has been made in increasing first-time student graduation rates, it is estimated that 45 percent of fall 2012 first-time freshmen cohort will graduate from Bowie State University or another Maryland public higher education institution when reported next year when the goal attainment is evaluated. The estimate is based upon tracking internally and through the National Student Clearinghouse.

The University completed a strategic planning process during FY 2018. The 2019 – 2024 Strategic Plan builds on the university's historical mission and its strengths and outlines five goals in the areas of academic and co-curricular excellence, student success, academic and administrative innovation, a campus culture of diversity, inclusion and civic engagement and long-term institutional viability. Many of the objectives in the *2019 – 2024 Strategic Plan* support long-term growth in retention and graduation rates for first-time freshmen, new transfer students and new graduate students. Institutional effectiveness indicators track retention and graduation rates for each of these groups as well as overall degree production per FTE. Objectives that support MHEC's *2017-2021 State Plan for Postsecondary Education* are shown below. They are examples of the long-term commitment to student success for all students at Bowie State University.

Goal 1 - Provide academic excellence supported by curricular as well as co-curricular experiences. (State Plan Goals: Success and Innovation)

- 1.1 **High-demand, innovative academic programs** - Modify existing academic programs, and create and support new, high-demand programs that will promote the ongoing growth and development of the institution (*State Plan: Success, Strategy 6*).
- 1.2 **High-impact activities** - Integrate and enhance opportunities for students to participate in study abroad, service learning, civic engagement, internships and other experiential learning activities, with University financial support available to assist those with limited means (*State Plan: Success, Strategy 6,7*).



- 1.4 **Cultivate external relationships** - Increase corporate, educational, and government partnerships to help provide career-oriented opportunities for our students and alumni (*State Plan: Innovation, Strategy 8*).
- 1.5 **Undergraduate education** - Re-examine the undergraduate general education experiences to prepare students for success in their majors, promote lifelong learning, and provide a foundation for personal and professional success after graduation (*State Plan: Success, Strategy 5*).
- 1.6 **Graduate Education** – Re-examine our approach to graduate education and revise as necessary to address the unique needs of the adult learner population and declining enrollment (*State Plan: Success, Strategy 5*).

Goal 2 – Promote a Holistic and Coordinated Approach to Student Success (*State Plan Goal: Success*)

- 2.1 **Enrollment Management Division** – Create a comprehensive enrollment management approach that promotes a student-centered philosophy through a coordinated, consolidated, and streamlined system of enrollment management operations and retention activities using data, information, and program evaluation to inform continuous improvement and long-term strategic enrollment management (*State Plan: Success, Strategy 5*).
- 2.2 **New student experience program** - Develop a comprehensive new-student experience program for all levels that sets standards and expectations of what it means to be a successful Bowie student (*State Plan: Success, Strategy 4*).
- 2.3 **Admission policies and procedures** – Align admission policies and procedures to ensure that the University is honoring its historical mission of access and opportunity (*State Plan: Success, Strategy 4*).
- 2.4 **Financial aid awarding strategy** - Develop a comprehensive financial aid awarding strategy that leverages institutional, private, state, and federal resources to strategically align resources to support student success (*State Plan: Success, Strategy 4*).
- 2.5 **Student retention and progression strategy** - Develop and implement a comprehensive undergraduate and graduate retention and progression strategy by encouraging innovation and collaboration between academic and non-academic units in efforts to support student success (*State Plan: Success, Strategy 5,6*).

Goal 3 – Encourage Academic and Administrative Innovation to Meet Student Needs (*State Plan Goals: Success and Innovation*)

- 3.1 **Faculty experimentation / innovation** – Leverage internal fiscal and physical resources and USM Academic Transformation grants and other opportunities to promote experimentation and innovation. Examine current human resource practices, promotion, and tenure expectations and the faculty merit process to recognize faculty efforts in these areas (*State Plan: Innovation, Strategy 9, 11*).
- 3.2 **Academic programming through alternative formats** - Offer targeted programs through alternative modalities, online delivery, at regional higher education centers, and in the community, in order to meet the needs of all prospective students and of the state, national, and global workforce (*State Plan: Success, Strategy 6 Innovation, Strategy 9*).
- 3.3 **Leverage current and new technologies to support student success** – Assess the capabilities of current technologies to promote efficiency and effectiveness in administrative

and academic processes and have a transparent and inclusive process for evaluating new technologies (*State Plan: Success, Strategy 5*).

- 3.4 **Construct an analytics capacity**– Develop a data warehouse that incorporates a reporting tool to provide actionable information to support student retention, progression, and graduation (*State Plan: Success, Strategy 5*).

Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement (*State Plan Goal: Success*)

- 4.1 **Community of inclusion** – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (*State Plan: Success, Strategy 4*).
- 4.2 **Culturally responsive pedagogies** - Expand the use of culturally responsive pedagogies through faculty development (*State Plan: Success, Strategy 5, 6*).

Goal 5 - Ensure Long-term Viability of BSU (*State Plan Goal: Innovation*)

- 5.1 **Entrepreneurship/workforce development** – Develop entrepreneurship education for equipping the future workforce with leadership and entrepreneurial mindset required in the twenty-first century economy (*State Plan: Innovation, Strategy 9*).

## MISSION

Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community.

## VISION

Building on its image as a student-centered institution, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty, and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Deliver high-quality academic programs and co-curricular experiences.

- Obj. 1.1** Maintain the percentage of new tenure-track faculty with terminal degrees through 2019.
- Obj. 1.2** Increase the number of professionally-accredited programs from five in 2015 to seven in 2019.
- Obj. 1.3** Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment and lifelong learning.
- Obj. 1.4** Maintain the USM Board of Regents' comprehensive institution goal of seven to eight course units taught by full-time equivalent (FTE) core faculty through 2019.
- Obj. 1.5** Increase the number of science, technology, engineering and math (STEM) program students from 680 in 2015 to 750 in 2019 and graduates from 96 in 2015 to 150 in 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of new core faculty with terminal degrees	100%	100%	100%	100%	100%	100%	100%
Number of professionally-accredited programs	5	5	5	6	6	6	6
Course units taught by FTE core faculty (per academic year)	7.6	7.3	8	7.6	7.6	7.5	7.5
Students satisfied with education received for employment (triennial measure)	87%	N/A	N/A	86%	N/A	N/A	90%
Students satisfied with education for graduate/professional school (triennial measure)	100%	N/A	N/A	80%	N/A	N/A	90%
Number of undergraduates in STEM programs	597	680	653	740	871	894	950
Number of degrees awarded in undergraduate STEM programs	80	96	100	93	114	125	140

- Obj. 1.6** Increase the number of teacher education graduates from 42 in 2015 to 65 in 2019 and maintain teacher licensure pass rates.

**Obj. 1.7** Increase the number of Bachelor of Science in Nursing (BSN) graduates from 86 in 2015 to 100 in 2019 and increase licensure pass rates to at least the statewide BSN average by 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	261	267	238	227	231	228	240
Number of undergraduates and MAT post-baccalaureate completing teacher training	42	42	39	18	33	35	38
Pass rates for undergraduates and MAT post-baccalaureate on PRAXIS II	100%	100%	100%	100%	100%	100%	100%
Number of undergraduates enrolled in nursing	647	614	530	546	610	620	625
Number of qualified applicants admitted into nursing program	145	89	70	92	56	70	70
Number of qualified applicants not admitted into nursing program	20	124	119	5	3	10	10
Number of BSN graduates	84	86	112	50	58	75	70
Percent of nursing graduates passing the licensure exam	71%	53%	41%	72%	59%	70%	75%

**Goal 2. Develop and implement programs and services that promote access, affordability and completion.**

**Obj. 2.1** Maintain or exceed the 2012 undergraduate second-year retention rate of 75 percent.

**Obj. 2.2** Increase the undergraduate six-year graduation rate from 38 percent in 2015 to 50 percent in 2019.

**Obj. 2.3** Maintain the proportion of in-state undergraduate tuition and mandatory fees as a percent of Prince George's County median income to less than 12 percent.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Second-year undergraduate retention rate at BSU	70%	74%	72%	75%	72%	68%	72%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	35%	38%	41%	41%	43%	45%	47%
BSU tuition and fees as a percentage of Prince George's County median income	9.50%	9.67%	10.10%	10.30%	9.95%	10.00%	10.00%

**Goal 3. Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.**

**Obj. 3.1** Increase the number of on-line and hybrid courses annually from 99 in 2012 to 240 in 2019 and offer at least 2 predominantly or fully online program(s) by 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of online programs	0	0	0	0	0	0	0
Number of online and hybrid courses running in academic year	183	219	235	241	310	320	340

**Goal 4. Advance the overall effective and efficient use of resources and identify new revenue sources.**

**Obj. 4.1** Increase alumni giving from \$120,000 in 2012 to \$170,000 in 2019.

**Obj. 4.2** Increase the gift dollars received from \$1.3 million in 2012 to \$1.5 million in 2019.

**Obj. 4.3** Increase the amount of grant funding from \$9 million in 2012 to \$11 million in 2019.

**Obj. 4.4** Increase classroom utilization rate from 67 percent in 2012 to 70 percent in 2019.

**Obj. 4.5** Increase the funds allocated to facilities renewal as a percent of replacement value from 1.3 percent in 2012 to 3.5 percent in 2019.

**Obj. 4.6** Sustain or increase the percentage of expenditures for instruction from 40 percent in 2012.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Dollars of alumni giving	\$133,269	\$156,656	\$275,294	\$232,370	\$201,615	\$251,184	\$265,000
Number of alumni donors	1,148	1,325	1,242	1,245	1,283	1,199	1,300
Total gift dollars received (\$ millions)	\$3.70	\$1.28	\$1.09	\$1.56	\$1.22	\$1.26	\$1.30
Total external grant and contract revenue (\$ millions)	\$8.90	\$8.70	\$8.70	\$8.90	\$8.70	\$8.80	\$8.90
Classroom utilization rate	66%	65%	64%	67%	67%	68%	70%
Facilities renewal funding as a percentage of replacement value	4.6%	3.0%	1.6%	1.5%	1.5%	1.7%	1.8%
Percentage of education and general (E&G) funds spent on instruction	43%	41%	44%	41%	43%	43%	44%

# COPPIN STATE UNIVERSITY

## MISSION STATEMENT

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

As a constituent institution of the University System of Maryland (USM), Coppin will continue to adopt and support USM's strategic goals.

## VISION STATEMENT

Coppin State University aspires to be a preeminent Urban Comprehensive Historically Black Institution distinguished by its academic programs and its legacy of empowering students to be transformational leaders.

## INSTITUTIONAL ASSESSMENT

CSU, a member of the USM, is among the leaders in the State, providing access to higher education to primarily first-generation college students, as well as maintaining affordability for students from low-income families. The following is a description of significant trends and events that have impacted the university and its progress towards its stated goals.

To address the goals in the University System of Maryland's (USM) Strategic Plan and goals in the Maryland State Plan for Higher Education, the university has aligned its strategic plan goals to the USM and the State. Based on the revised mission and vision statement during the FY 2018 year, Coppin State University adopted the following overarching goals through FY 2020. Only the goals are highlighted for this document.

### **Current strategic goals:**

Addressing the goals in the University System of Maryland (USM) Strategic Plan, USM in 2020: A Call to Action, Coppin aligned its strategic plan to the USM themes and key goals and adopted the following overarching, strategic goals for 2016 to 2020 (revised in 2018):

- I. Increase Enrollment** - Recruit, enroll, and retain high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.
- II. Academic Innovation** - Enhance the academic enterprise and cultivate a robust, enthusiastic faculty to ensure that students engage in the community and graduate, within

four years, well-prepared to succeed in careers and other post-graduate opportunities.

**III. Student Experience** - Address the needs of our multi-generational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes, inside and outside the classroom.

**IV. External Relationships** - Nurture partnerships and opportunities with alumni, stakeholders, industry professionals, corporations, community organizations, and incubator facilities to expand student career paths and networks while strengthening the capacity to raise private dollars and support university priorities.

**V. Resource Development and Stewardship** – Develop an infrastructure that supports continuous improvement of human and financial resources and fosters a culture for identifying and obtaining externally-funded grant opportunities and other new revenue streams to achieve the university’s stated goals.

**VI. Information Technology** - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational and educational excellence.

**VII. Assessment** - Sustain a culture of institutional effectiveness and quality control by strengthening assessment infrastructures and engaging students, faculty, staff, and other university personnel in student success strategies, activities, and programs.

**VIII. Data-Supported Decision Making** - Maintain a technology infrastructure that supports campus-wide data democratization and the use of analytics to impact learning and effective university operations.

**IX. Communications & Marketing** - Tell the Coppin story in a way that enhances the public perception of the university to drive enrollment and increase fundraising results while highlighting and promoting research and engagement to garner national attention and leadership.

### **Significant Developments During the Last Fiscal Year**

While there have been several new developments throughout the academic year, the following highlights significant changes in leadership and to the academic structure:

- Dr. Maria Thompson shared the newest strategic goals and priorities for the campus. The newest goals align with those of the USM and State, and are included in the latest version of the Coppin mission statement.
- The university graduated its first class of students from its Doctor of Nursing Practice (DNP) Program.
- The university named Dr. Leontye Lewis as Provost and Vice President for Academic Affairs.
- The Division of Academic Affairs created Academic Success Centers within each of the academic departments.

### **Enrollment Management Initiatives**

Coppin State University (CSU) regularly reviews its activities, programs, and strategies for addressing major areas of the campus such as enrollment, retention, and graduation. CSU's enrollment has largely stabilized. However, in FY 2018 it experienced a slight decline of 46 students over the previous year. In FY 2017, fall headcount was 2,939, while in FY 2018, fall headcount was 2,893.

During the next fiscal year, an average increase in enrollment of approximately 2% is projected. As the university continues implementing strategic enrollment strategies in preparation for each of the fall semesters, it is expected that greater retention of continuing students as well as an increase in the freshman cohort will occur. Currently, the outcomes of successful strategies allowed the institution to sustain a freshman cohort comparable in size to the previous year's class. In FY 2017, the freshmen cohort size was 381 first-time, full-time, degree-seeking freshmen, compared to the FY 2016 cohort of 383. The university was able to maintain enrollment for a significant number of transfer, continuing, and graduate students. Coppin improved efficiencies among its staff and utilized the services of three well-known consulting firms to aggressively seek an increase in enrollment over the coming years, in addition to engaging in more enhanced recruitment and retention strategies. Additionally, the institution designed and implemented Academic Success Centers, where continuing students receiving constant coaching by experienced professionals within their majors throughout their time at the university.

The university also continued to use administrative and structural enhancements, such as the implementation of data dashboards for the entire campus community. This is known on campus as "data democratization," decentralizing data and making it available for internal constituent use. Each employee of the university, depending on his or her role within the institution, has access to live data on students and has the capability to track enrollment, retention, and graduation data, and make decisions based on relevant information. Other structural changes are addressed in the Commission Assessment section at the end of this report as requested.

### **Progress Towards Performance Accountability Goals**

There has been a significant level of stability as well as improvement within the set of indicators listed within the performance accountability report. For example, the university continued to have strong enrollments in the STEM sciences. In FY 2017, there were a total of 241 students enrolled in the STEM disciplines. However, in FY 2018, that number decreased to 206 students. The number of STEM students is projected to increase to 224 student next fiscal year, primarily due to the enhancements made to STEM programs, and opportunities for early research within majors.

The number of STEM degrees awarded increased to 33 in FY 2018, up from the 25 awarded in FY 2017. Coppin anticipates that there will continue to be increases over the next few fiscal years due to significant investments in STEM by the State and due to the introduction of two new concentrations in chemistry and biology, which are aligned with market standards and those



of the American Chemical Society. The number of degrees awarded in Nursing through the College of Health Professions remained stable at 69 undergraduates.

Progress towards certain goals is expected to continue as the university places special emphasis on selected initiatives, aligned with state and USM goals, which have been identified as institutional priorities.

#### Performance Accountability Goals 1 - 6

##### ***Goal 1: Provide access to higher education for diverse citizens of Maryland.***

Central to Coppin State University's goals is maintaining affordable tuition for the Maryland citizenry, especially minorities and African Americans. Tuition for Coppin is \$8,873 annually. Increased diversity also remains a goal of the university. Coppin currently has a population of 83% African American and 17% Caucasian and other races/ethnicities. In FY 2018, 501 degrees were conferred, a slight decrease over the prior year's 508 degrees awarded. On average, over 500 degrees are awarded annually by Coppin, primarily to minorities from within the State of Maryland. This is a significant accomplishment and remains central to the university's mission.

The university will expand its efforts towards diversity by continuing to build partnerships with community colleges, but also will expand collaboration with USM institutions. Plans for the community colleges include but are not limited to, additional 2+2 partnerships and additional articulation agreements. Other collaborations to be expanded are with local sister institutions.

The university continues to expand dual enrollment and dual credit agreements with local high schools. Coppin has a dual credit agreement with its own Coppin Academy and recently collaborated with neighboring Douglass High School on a dual credit arrangement as well. Students on both campuses earn early college credits that may be used for high school completion and count as credit towards a degree earned at the university. Last fiscal year's dual enrollment count averaged 60 students. For FY 2018, the count is 93 students. It is expected that dual enrollment will increase for the university to over 150 in FY 2019.

Coppin will continue to build its infrastructure for online courses as well, expanding access to students who would otherwise not have access to the campus or degree offerings in the business discipline. As a result, training for online courses has increased for faculty. Through the Online Learning Consortium process (formerly Sloan-C), and additional 51 faculty members have been trained to offer more course offerings online. Also, the university is exploring opportunities to offer additional degrees fully online. Currently, the B.S. in Management is the only full online degree offering.

The university continues collaboration with the University of Maryland University College (UMUC) to build a greater Coppin online presence. The online platform support by UMUC will enable the University to place its existing Doctor of Nurse Practice (DNP) program online which will contribute to enrollment growth. Also planned are additional courses and programs from the College of Business to be offered fully online.

The university has partnered with Blackboard to conduct a program viability study to help guide in the development of institution's new academic programs. CSU is currently exploring the development of new certificate programs in an effort to bolster enrollment and meet market demand. The study should be completed by spring 2019.

***Goal 2: Promote economic development in Maryland's areas of critical need in particular and in the inner city in general.***

Coppin State continues with its goals and initiatives designed to contribute to the State's workforce, particularly in areas that are critically in need of professionals, such as healthcare, the arts, criminal justice, education, and STEM.

Teacher Education:

The School of Education maintains its accreditation by the National Council for Accreditation of Teacher Education (NCATE) and offers a variety of undergraduate and graduate programs designed primarily to prepare students for careers in teaching. The School of Education continues the university's proud tradition of teacher education. The teacher education program's academic standards are rigorous—traditionally 100% of the undergraduate students who complete teacher training pass the Praxis II examination (Objective 2.1). This past year, 21 students took the exam and all 21 students passed, maintaining the university's 100% pass rate. According to institutional policy, no student is advanced to candidacy for graduation until the Praxis is passed accounting, in part, for the 100% rate.

Science, Technology, Engineering and Mathematics (STEM) Programs:

Enrollment within undergraduate STEM programs decreased from 241 in FY 2017 to 206 in FY 2018, though the actual number of STEM baccalaureate degrees increased from 25 to 33. The university anticipates that this trend will continue to move in a positive direction as market-driven content is provided within the STEM programs.

STEM is an institutional priority, and activities and initiatives aimed at improved STEM programming have been increasing. The university officially opened its first ever STEM Center in October 2013. The Science and Technology (STC) facility, with its new technologies, contributes to the university's STEM initiatives. Also, the State approved new program concentrations in Biochemistry, Computational Chemistry, and Applied Sciences.

College of Health Professions:

The Nursing program had an NCLEX pass rate of 79% in FY 2017, an increase from the prior year's rate of 76%. The FY 2018 rate will not be released by the Maryland Board of Nursing until late October 2018. Coppin anticipates that its scores will be in the mid-70th percentile range. The total number of bachelor's degrees awarded in Nursing decreased in FY 2018 to sixty-nine. Since the School has been reorganized into the College of Health Professions, the capacity of the program has changed and it is able to admit and graduate a larger share of students. At the same time, measures to increase licensure pass rates for nursing students are being put in place. These include added tutorial services and the use of predictive analytics to assess student learning at various levels throughout the student's nursing career. The result, the university believes, will be a significant increase in the NCLEX scores next year.

### ***Goal 3: Improve retention and graduation rates of undergraduate students.***

The university maintains its level of commitment to improving retention and graduation rates for its students. The challenge has been to balance the appropriate number of best practice intervention programs with the level of funds required for sustaining them over many years. The six-year graduation rate increased from 21% for all students in FY 2017 to 25% in FY 2018 (Objective 3.1). Similarly, the six-year graduation rate for all minority students decreased from 21% in FY 2017 to 24% in FY 2018. Due to structural changes and enhancements, such as the availability of data dashboards and other initiatives, projected data predict an increase in overall retention and graduation rates. The next fiscal year six-year graduation rate is projected to be 26% based on current enrollments and projected degrees awarded.

The institution's graduation rate for African Americans increased from 19% in FY 2017 to 20% in FY 2018. Likewise, 2<sup>nd</sup> year retention rates increased from 62% to 68% in FY 2018. The success is attributed to enhancements in enrollment planning, retention, and management strategies.

#### Partnering with Community Colleges to Increase Graduation Rates

Annually, CSU welcomes approximately 250 new transfer students from Maryland's Community Colleges as well as other colleges and universities. In general, students who transfer to CSU perform significantly better than new freshman. The data suggests that students who transfer to CSU with 60 credits or more are **more likely** to graduate in four years than those who transfer to CSU with less than 60 credits or who began their career at CSU.

#### Increasing Completion Rates of Stop-Outs

In FY 2018, CSU continued implementing a program to improve the graduation rate of students who were close to completing a bachelor's degree but stopped out for twelve months or more. Known as "near-completers," these students have completed at least 75% of the credits needed to earn a bachelor's degree (e.g. 90 credit hours or more for a 120 credit program), and are in good academic standing. Financial support is also provided in the form of scholarships to support continuous enrollment and progress towards the final semesters to graduation. The university remains grateful to the State for supporting its near-completers program.

### ***Goal 4: Achieve and sustain national eminence in providing quality liberal arts and sciences education.***

Results of the latest Coppin State University alumni survey shows that 90% of Coppin's graduates are satisfied with their preparation for graduate or professional school (Objective 4.1). Similarly, alumni reported a high level of satisfaction (76%) with their preparation for employment (Objective 4.2). Ninety-two percent (59%) of those survey indicated that they were employed in the State of Maryland.

### ***Goal 5: Increase revenue from alternative sources to state appropriations.***

Coppin State remains actively engaged in raising funds through the Coppin Development Foundation and the Office of Institutional Advancement. These funds historically have been used for faculty development, endowed faculty chairs, student scholarships, cultural enrichment programs and the Coppin Academy. As referenced in Objective 5.1, the percent of alumni giving remained constant at 9% in FY 2018.

**Goal 6: *Maximize the efficient and effective use of state resources.***

As indicated in Objective 6.1, the university did not meet its target with regards to the percentage of expenditures targeted toward facility renewal and renovation through FY 2016. However, the university is exploring opportunities to reallocate appropriate dollars that could result in increased funds for future facility projects. In order to increase to the targeted efficiency percentage, increased operating facility renewal funds are required. The Capital Facilities Renewal funds (Academic Revenue Bonds) have been constant (\$359K to \$409K) over the years, which mostly account for the stable percentages the university has held since 2011 (at 0.4%). In FY 2017, the percentage of expenditures targeted at facility renewal and renovation was 0.4%, while in FY 2018 it was 0.3%.

## COMMISSION ASSESSMENT

Obj. 3.1: Increase the six-year graduation rate for all students from 16.1 percent in fiscal year 2014 (2008 cohort) to 18 percent in fiscal year 2017 (2007 cohort).

Obj. 3.2: Increase the six-year graduation rate for all African-American students to 23 percent in fiscal year 2017 (2007 cohort).

Obj. 3.3: Maintain a second-year retention rate of 69 percent or greater for all undergraduate students from fiscal year 2014 (2012 cohort) through fiscal year 2017 (2015 cohort).

Obj. 3.4: Maintain a second-year retention rate of 59 percent or greater for African-American students from fiscal year 2014 (2012 cohort) through fiscal year 2017 (2015 cohort).

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported that its second-year retention rates and six-year graduation rates for all students and African American students were almost identical. This is to be expected since the University is an historically black institution and African American students comprise the majority of the institution's undergraduate students.

Despite this, the University has detailed a number of structural changes and new initiatives in

place aimed at addressing consistently low retention and graduation rates between its students with the anticipation that these endeavors would reverse current trends. Please describe how the institution evaluates the effectiveness of these initiatives, and identify the individual strategies that the University has identified as being most effective at increasing retention and graduation rates. In addition, please discuss how the University uses the results of its evaluations to enhance the attainment of the established goals.

### **Institutional Response**

Institutional retention and graduation rates of undergraduates have been increasing and continue to increase, due to newly implemented structures and program initiatives. Those are described in detail below:

1. Enrollment Action Team – The President of Coppin State University has an active role in monitoring retention and graduation rates with the campus. A team established during the FY 2016 year is comprised of members of the president’s cabinet and members from key areas such as Admissions, Financial Aid, Information Technology, Records and Registration, and Academic Affairs. Once per week, usually on Wednesdays, the team works tirelessly to review data and respond to the needs of students during registration periods. The team targets specific groups of students (new, eligible but not enrolled, continuing, graduate, and transfers) in order to impact current enrollment and four- and six-year graduation rate cohorts. The team meets in the president’s conference room and is provided specific assignments guided by the outcomes of the data. Evaluation of the effectiveness of this group is conducted within the team by looking at past data trends, whether staffing levels/assignments are appropriate, and ultimately, the impact on the student groups. The disaggregation of the groups allows the action team to effectively target groups with additional customer relation strategies such as nudges for registration or counseling for financial services.
2. Academic Success Centers – The Provost and Vice President for Academic Affairs fully implemented the Academic Success Centers concept, supported by Title III funds. In the spring of 2017, all colleges were required to identify space and staff to establish and academic success centers within their units. After receiving training from the Provost’s office, staff within the Centers were able to fully execute their responsibilities of intrusive advisement, success coaching, and early recommendation for intervention services, such as tutoring in Mathematics, English, and other subjects. Each semester through the Student Hold system, students are required to meet with their advisor in the program major or in the designated College Academic Success and Retention Centers. The Academic Success Centers also manage and track student progression through their academic majors by monitoring cohorts. This activity facilitates improved and accurate advisement and allows for more interaction with students. Customer relations become a priority and students form ongoing relationships with their advisors becoming more familiar with requirements needed for completion and success. So far, using an evaluative lens, the Centers appear to be successful in their roles and are having positive impacts on retention. Each advisor within each center has a target list of students from their college for which he/she is responsible, along with specific retention (enrollment for continuing students) goals. 100% of the students now receive contact from advisors and are guided

towards services that help them reenroll and progress through the university. Unfortunately, not all students are able to return due to financial constraints.

3. Use of Data Democratization – Data on campus have been decentralized. All employees of the university have access to live data at their desktops. Data available include enrollment, demographic information on students, cohort tracking, and other key data elements essential to student success. Retention and graduation, theoretically, is the job of everyone on campus. Having immediate access to data informs programing and any need for mid-course changes in processes and/or policies. Data may be used to extend deadlines for targeted groups of students or even prioritize service to some students or student groups before others, based on demography of other attributes that are predictive of behaviors and experiences on campus.

Through monitoring usage of the dashboards, the university is able to see an increase in use by staff members. In fact, members of the university community have requested specialize dashboards be created to assist them in monitoring student success data. As a result, specific and live data on retention metrics by college level are now available to certain staff members. Usage is increasing and strategy development continues to increase as it relates to the dashboards.

## MISSION

Coppin State University (CSU) is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM (science, technology, engineering and mathematics) disciplines. Coppin, as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

## VISION

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the state of Maryland, Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the city, the State and the nation.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Provide access to higher education for diverse citizens of Maryland.

**Obj. 1.1** Increase the percentage of non-African-American students from 7 percent in fiscal year 2014 to 8 percent or greater in fiscal year 2017.

**Obj. 1.2** Increase the number of students enrolled in programs delivered off-campus or through distance education from 1,072 in fiscal year 2014 to 1,130 in fiscal year 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage of non-African-American students enrolled	7%	8%	14%	23%	23%	23%	24%
Number of students enrolled in off-campus or distance education courses	1,072	1,130	1,169	1,260	1,191	1,207	1,219

### Goal 2. Promote economic development in Maryland's areas of critical need in particular, and the inner city in general.

**Obj. 2.1** Increase the number of students completing CSU's teacher training program and eligible for state licenses, from 10 in fiscal year 2014 to 15 in fiscal year 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Undergraduates who intend to get a teacher education degree	319	170	155	150	156	167	170
Number of undergraduate students completing teacher training program and eligible for state licenses	10	12	12	25	36	40	42
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

**Obj. 2.2** Increase student enrollment in STEM programs from 220 in fiscal year 2014 to 241 in fiscal year 2017, and increase the number of baccalaureate degrees awarded in STEM programs from 15 in fiscal year 2014 to 25 in fiscal year 2017.

**Obj. 2.3** Increase the NCLEX (nursing licensure) examination pass rate from 67 percent in 2014 to 75 percent in 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number undergraduates enrolled in STEM programs	220	207	206	241	206	224	230
Number of baccalaureate degrees awarded in STEM programs	15	22	19	25	33	42	45
Number of baccalaureate degrees awarded in nursing	136	85	85	85	69	75	83
NCLEX (Nursing licensure) exam passing rate	67%	62%	76%	79%	N/A	N/A	N/A

**Goal 3. Improve the retention and graduation rates of undergraduate students.**

**Obj. 3.1** Increase the six-year graduation rate for all students from 16.1 percent in fiscal year 2014 (2008 cohort) to 18 percent in fiscal year 2017 (2007 cohort).

**Obj. 3.2** Increase the six-year graduation rate for all African-American students to 23 percent in fiscal year 2017 (2007 cohort).

**Obj. 3.3** Maintain a second-year retention rate of 69 percent or greater for all undergraduate students.

**Obj. 3.4** Maintain a second-year retention rate of 59 percent or greater for African-American students.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Six-year graduation rate of all students from CSU	16.1%	18.7%	17.7%	21.0%	25.0%	23.0%	24.0%
Six-year graduation rate of all minority students from CSU	14.7%	18.3%	17.1%	21.0%	24.0%	22.0%	23.0%
Six-year graduation rate of African-American students from CSU (or another public university in Maryland)	14.8%	17.8%	16.6%	19.0%	20.0%	17.0%	18.0%
Second-year retention rate at CSU of all students	61%	69%	69%	66%	63%	68%	67%
Second-year retention rate at CSU of all minority students	60%	67%	69%	62%	66%	68%	67%
Second-year retention rate at CSU of African-American students	59%	67%	69%	62%	68%	69%	69%

**Goal 4. Achieve and sustain national eminence in providing quality liberal arts and sciences education.**

**Obj. 4.1** Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 70 percent or greater through fiscal year 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of alumni satisfied with education received for graduate or professional school one year after graduation (triennial survey)	N/A	N/A	≥90%	≥90%	N/A	N/A	N/A



**Obj. 4.2** Maintain percent of CSU graduates employed in Maryland at 85 percent or greater through fiscal year 2017.

**Obj. 4.3** Maintain the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology programs at 1,905 (fiscal year 2014).

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number of graduates employed in Maryland (triennial survey)	N/A	N/A	N/A	1000%	N/A	N/A	N/A
Employment rate of graduates in Maryland (triennial survey)	N/A	N/A	≥92%	≥59%	N/A	N/A	N/A
Percent of alumni satisfied with education received for employment one year after graduation (triennial survey)	N/A	N/A	75%	76%	N/A	N/A	N/A
Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and IT academic programs	1,905	1,818	1,824	1,692	1,718	1,745	1,756

**Goal 5. Increase revenue from alternative sources to State appropriations.**

**Obj. 5.1** Increase the percent of alumni giving from 9 percent in fiscal year 2014 to 10 percent or greater in fiscal year 2017.

**Obj. 5.2** Save at least two percent of operating budget through cost containment measures from fiscal year 2014 through fiscal year 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of alumni giving	9%	9%	9%	9%	9%	9%	9%
Percentage of operational budget savings achieved	2%	2%	2%	2%	3%	3%	3%

**Goal 6. Maximize the efficient and effective use of State resources.**

**Obj. 6.1** Expend at least 0.2 percent of replacement cost for facility renewal and renovation through fiscal year 2017.

**Obj. 6.2** Increase total philanthropic funding on the basis of a moving three-year average by 2017 to \$2.2 million.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage of replacement cost expended in facility renewal and renovation	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%
Total philanthropic funding (\$ millions)	\$1.8	\$1.8	\$1.8	\$1.8	\$1.7	\$1.6	\$1.6

**FROSTBURG STATE UNIVERSITY**  
**2018 Institutional Performance Accountability Report**  
**September 2018**

**MISSION**

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

**INSTITUTIONAL ASSESSMENT**

**Goal 1: Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.**

The *2017-2021 Maryland State Plan for Postsecondary Education (MSP)*, notes that “employers (have) become increasingly dependent upon a highly skilled workforce” (**MSP Strategy 7**) and that “Maryland’s economy depends on high-skill jobs requiring experience and advanced education” (**MSP Strategy 8**). An action item of Frostburg State University’s (FSU) 2018-2023 Strategic Plan that supports this statewide strategy is the university’s efforts to “foster regional development through increased: 1) number of graduates employed in the region; 2) number of businesses created by faculty, staff, or graduates; and 3) number of collaborative regional development projects.” Frostburg’s initiatives and programs in STEM disciplines, teacher education, and business serve as a means to achieve this action item and reinforce statewide strategies.

Although the number of FSU undergraduates enrolled in STEM programs decreased by 13.1% over the reporting period (from 925 in 2017 to 804 in 2018), FSU continues to exceed its MFR-established goal for the number of STEM program graduates it produced (169 in 2018 - a 12.7% increase from 2017).

**STEM Initiatives and Programs**

Frostburg continues to address statewide and regional qualified worker shortages in STEM-related occupations through its new and existing programs in advanced health sciences; such as its accredited R.N. to B.S.N. completion program, which produces the third largest number of graduates in the University System of Maryland. Over the reporting period, the R.N. completion program experienced a 5.2% growth in enrollment (from 445 students in 2017 to 468 in 2018) as well as a slight decrease in the number of nursing program graduates (from 155 in 2017 to 147 in 2018 - **MFR Objective 1.3**).

In August 2017, FSU received approval from the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC) to offer two additional concentrations within its Master of Science in Nursing (MSN) program: Family Nurse Practitioner (FNP) and Psychiatric and Mental Health Nurse Practitioner (PMHNP). Beginning in fall 2018, these concentrations will help to fill the primary care provider shortage (especially in rural, underserved areas) and provide a pipeline of health care professionals who can treat addictions. The MSN nurse practitioner programs are particularly ideal for students living in rural southwestern Pennsylvania, the Potomac Highlands of West Virginia, and Western Maryland.

Approval also has been obtained from both USM and MHEC for Frostburg to develop a Master of Science in Physician Assistant (PA) Studies that will focus on educating PAs dedicated to practicing medicine in rural and medically underserved communities (**MSP Strategies 4 and 6**). Pending a successful accreditation site visit in October 2018, FSU will be admitting its first PA cohort in the summer of 2019.

## **Education**

Also in response to evolving workforce demands, Frostburg embraces its responsibility to strengthen public schools through the preparation of certified teacher education graduates and pre-K to 20 partnerships (**MSP Strategy 1**). For 2018, 274 students enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. While enrollments in these programs declined from 2017, the number of candidates who successfully completing their teacher training (**MFR Objective 1.2**) remained stable (from 95 in 2017 to 96 in 2018), and the pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II exam rose (from 96% in 2017 to 98% in 2018).

During the spring of 2018, the College of Education's Pathways to Professions (P2P) team created MicroCredentials for implementation and training for a two-year induction program for new teachers with high-quality professional development, strategic mentoring, and competency credentialing to improve teacher effectiveness and student achievement. Teacher Induction Modules focused on areas of workforce needs as identified through ongoing research relating to the 2015 Every Student Succeeds Act, including: Culturally Responsive Practices, Social Emotional Development, Behavior Support to Increase Academic Engagement, Critical Thinking, Personalized Competency-Based Learning, and Educational Technology.

## **Business**

In January 2018, FSU received approval from MHEC to offer new concentrations in its online Master of Business Administration (MBA) program. In addition to the current MBA concentration, approval was granted to offer concentrations in health care management and business analytics, which are both designed to better meet the needs of the business community. Frostburg consulted two primary regional employers - one in data analytics and another in health care - to gain deeper insights into the employment market and seek curricular input. Both employers agreed these specialized skill sets will enhance the marketability of FSU's MBA graduates and keep pace with the growing demand for graduates with deep analytical skills,

given policy changes in the health care field and the dynamic environment of management overall.

**Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.**

Frostburg State University critically reviews and strengthens its efforts to attract quality students to the campus and increase student retention and graduation rates. Several of these efforts are summarized below as well as in the response to MHEC at the end of this report. Over the reporting period, FSU continued to exceed its benchmarked goal for the percentage of African-American and minority undergraduates enrolled at the university. These performance measures remained stable in 2018 at 31.4% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 43.7% for minorities (**MFR Objective 2.3**).

Frostburg's second-year retention rate for undergraduates declined from 76.7% in 2017 to 73.7% in 2018 (**MFR Objective 2.1**). The second-year retention rate for African-American students also decreased (from 78.2% in 2017 to 71.3% in 2018, **MFR Objective 2.4**), as did the rate for all minorities (from 76.8% to 69.4%, **MFR Objective 2.6**). During the same time period, the six-year graduation rate of undergraduates rose from 55.2% for 2017 to 57.3% for 2018 (**MFR Objective 2.1**). The University also experienced an increase in the six-year graduation rate for African-Americans (from 48.8% in 2017 to 59.2% in 2018, **MFR Objective 2.5**) and all minorities (from 51.3% in 2017 to 56.2% in 2018, **MFR Objective 2.7**). For all three of the graduation rates referenced above, it is important to note that these performance measures include students who started at Frostburg, but were successfully able to transfer and graduate from another public four-year institution in Maryland.

An essential part of persistence efforts at FSU is academic advising. In the spring of 2018, an advising task force comprised of faculty and staff was created to assess current advising procedures and explore best practices (**MSP Strategy 7**). This task force agreed that Frostburg should participate in the Excellence in Academic Advising (EAA) process, co-sponsored by the National Academic Advising Association (NACADA) and the Gardner Institute. Frostburg is one of 12 charter institutions selected nationally to work with NACADA and the Gardner Institute to refine, validate, and establish the aspirational standards for colleges and universities and to evaluate and improve academic advising.

In the summer of 2017, FSU began offering Intermediate Algebra (a gateway course for students who are required to take an algebra-based mathematics course) online to first-year students. The summer 2017 pass rate (92.3%) exceeded that of the regular term and remained high (90.4%) again in summer 2018, allowing for more students to progress to mathematics courses appropriate for their majors. This effort will be expanded in summer 2019 when an additional section will be made available to all returning students.

The university also revamped its approach to working with academic probation students by using protocols developed by the Stanford University College Transition Collaborative; an initiative that has led to increased numbers of probation students transitioning to good standing. Revised

communications emphasize probation as a process rather than a label and assure students that they are not alone in the probation process.

Frostburg received USM enhancement funding in FY 2017 to become an early adopter of *HelioCampus*, an analytics software platform that provides the university with real-time data to better analyze enrollment trends, academic programs, and other metrics. Access to this information has greatly improved academic departments' ability to make data-informed decisions to improve student outcomes and success. The information provided by *HelioCampus* is also critical across divisions to address questions about student recruitment, persistence, and graduation.

Utilizing *HelioCampus*, the university conducted a review of summer-term courses to better assess data on course demand, enrollment, section size, and success rates as well as to determine the most appropriate course offerings to help students progress efficiently to graduation. Based upon this analysis, 15 courses were added to the summer 2018 schedule, including many obstacle courses that were identified through *HelioCampus*. This contributed to a significant increase in overall student headcount and credit hours earned in that term.

In January 2018, Frostburg State University was chosen by the University System of Maryland to participate in the ALT-Placement Project to explore alternatives to the high-stakes exam for placing entering students in mathematics courses. As part of this initiative, FSU is working on the implementation of an alternative placement process using the ALEKs adaptive learning tool to provide an individualized experience for each student based on their unique strengths and weaknesses. It is expected that the ability to assist students at all levels will result in significant improvements to retention, success, and confidence.

Frostburg has helped to address low-credit accumulation by encouraging students to take at least 15 credits per semester, beginning in their first term. As a result, the average credits attempted for first-year students at FSU increased from 15.1 in fall 2016 to 15.6 credits in fall 2018.

### **Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.**

#### **Cultural Diversity of Faculty and Staff**

One of FSU's fundamental goals is to increase the diversity of its faculty and staff through the initiatives and strategies contained in its Cultural Diversity Program. In addition, the Office of the Provost, college deans, and the Faculty Development Subcommittee provide financial reimbursement to faculty who engage in conference presentations, workshops, and other development opportunities (**MSP Strategies 9 and 11**). Over the reporting period, the percentage of African-American faculty increased slightly (from 3.9% in 2017 to 4.0% in 2018), while the percentage of female faculty rose significantly (from 42.1% for 2017 to 43.8% in 2018). The latter performance measure continues to meet the benchmarked goal (**MFR Objective 3.1**).

Over the last year, Frostburg has made several new minority administrative hires, including the newly created Vice President for Enrollment Management (August 2018), the Vice President for Administration and Finance (May 2018), the Associate Provost for Academic Affairs (June 2018), and the Interim Dean of the College of Liberal Arts and Sciences (December 2017).

The number of professionally accredited programs at FSU (10) remained the same over the reporting period (**MFR Objective 3.2**). In November 2017, the university's College of Education received accreditation for an additional seven years, based on the National Council for Accreditation of Teacher Education (NCATE) standards.

#### **Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.**

Frostburg recognizes its responsibility to provide the infrastructure necessary for 21st century modalities of instruction and applied learning experiences (**MHEC Strategy 6**) in order to promote an environment for high quality teaching, learning, scholarship, and co-curricular programming. Over the reporting period, the percent of funding spent on facilities renewal increased from 1.6% in 2017 to 2.3% in 2018. The university also expects to meet its goal in FY 2018 of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**), but cannot confirm these data until the USM Effectiveness and Efficiency reporting is completed in late October 2018.

Over the last year, FSU began several facility renovation projects, including a number of upgrades and renovations to athletic facilities (most notably the installation of a large, state-of-the-art video scoreboard in Bobcat Stadium, resurfacing of the field, and updates to the tennis courts) and renovations to and relocation of several students services to Pullen Hall.

In the spring of 2018, Frostburg began demolition to clear the way for its first new residence hall since 1976. Construction began in the summer of 2018, with completion scheduled for 2020. The university expects this new facility and improvements to current residence halls will help to attract students to the university and integrate effectively with on-campus housing requirements for incoming first-year students in an effort to better promote academic success.

The construction of the Education and Health Sciences building at FSU will provide state-of-the-art, technologically-based classrooms and learning environments for nurses, health professionals, teacher educators, and the growing fields of exercise and sports science and athletic training. This new facility will build upon Frostburg's commitment to graduating highly qualified teachers and will provide a new and modern health facility to meet the needs of the university's student population (**MHEC Strategy 6**).

## **Goal 5: Promote economic development in Western Maryland and in the region.**

### **Headcount Enrollment**

Frostburg's overall headcount enrollment declined over the reporting period from 5,676 in 2017 to 5,396 in 2018. Additionally, the number of bachelor's degree graduates decreased by 3.3% over the same period (from 1,061 in 2017 to 1,026 in 2018).

### **Economic Development**

Frostburg State University has a long history of serving as an important catalyst for regional economic development. While the number of economic development initiatives at FSU (**MFR Objective 5.3**) decreased from ten to eight over the reporting period, the university expects that a newly established administrative hire and office will further promote economic growth in the region for the future.

In August 2018, Frostburg State University hired a Vice President for Regional Development and Engagement (RDE). Through funding provided by Governor Hogan, FSU's Division of Regional Development and Engagement, which includes the Small Business Development Center (SBDC), will serve as a catalyst for economic development opportunities in the region through partnerships with various local, state, and federal economic development agencies and groups (**MSP Strategies 8, 10, and 11**).

The Office of RDE will work to integrate university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development. The new Vice President will also lead government relations for Frostburg.

## **Goal 6: Promote activities that demonstrate the University's educational distinction.**

### **Educational Outreach**

Frostburg State University is nationally recognized for the many opportunities it provides students to engage in effective and necessary educational outreach activities. For the reporting period, instances of student involvement in community outreach decreased from 4,610 in 2017 to 3,801 in 2018 (**MFR Objective 6.2**); however, this performance measure continues to meet the benchmarked MFR goal.

### **Accreditation**

In November 2017, the Middle States Commission on Higher Education reaffirmed FSU's institutional accreditation, thereby reinforcing that the university – including all of its off-campus instructional sites – continues to meet the requirements put in place by the Commission in its

Characteristics of Excellence. The next evaluation visit from Middle States will occur in AY 2024-2025.

## National Recognition

Frostburg State University takes pride in its commitment to student success and affordability. In addition to being named as a Best Value College by *Money* magazine, FSU was ranked 147th in the nation among public colleges and universities by *LendEDU* and recognized for having the lowest average student debt of all USM institutions. Based on federal government data, Frostburg was also ranked 100th in the country by *The Economist* in terms of value-added education (**MSP Strategy 2**). Additional national recognitions over the reporting period are summarized below:

- In January 2018, four of FSU's online degree programs (Master of Business Administration; Master of Science in Nursing; Master of Education, special education concentration; and Bachelor of Science in Nursing) appeared in the latest *U.S. News and World Report Best Online Programs* rankings.
- Also in January 2018, Frostburg was one of only two institutions in Maryland that has earned the designation of a "Voter Friendly Campus" and one of only seven colleges and universities in the country selected by the National Association of Student Personnel Administrators (NASPA), to serve as a consulting institution for its Lead Initiative. In this role, FSU provides guidance and expertise to other institutions committed to enhancing civic engagement on their campuses.
- In September 2018, Frostburg's M.S. in Nursing program received recognition from *OnlineMasters.com*, an online service designed to encourage students to pursue higher education, which ranked the program as one of the best online MSN programs nationally, as well as one of the best for nurse administrators in the administration concentration. Additionally, *Great Value Colleges* ranked the MSN program ranked the third most affordable and the third top online degree in its June 2018 rankings.
- Also in September 2018, Frostburg's online Master of Science in Recreation and Parks Management was ranked second on *GetEducated.com*'s "Best Buy" list of the eight most affordable options in the United States. The national affordability ranking is the result of a comprehensive, data-driven review of 18 regionally accredited online schools offering a master's degree in hospitality management.
- Frostburg's online Master of Science in Applied Computer Science was ranked seventh on *GradSchoolHub.com*'s current listing of the 10 most affordable online Master of Computer Science degrees for 2018.



## **Campus Response to Questions Raised by the Commission**

*Objective 2.1: Increase the second-year retention rate of all undergraduates from 77 percent in 2014 to 78 percent in 2019 and the six-year graduation rate from 56.0 percent in 2014 to 61.7 percent in 2019.*

*Objective 2.4: Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2014 level of 80 percent.*

*Objective 2.5: Attain and preserve a six-year graduation rate of African-American students at 54 percent through 2019.*

*Commission Assessment: In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.*

*In its 2017 Performance Accountability Report, the University reported that its second-year retention rate for African American students (78.2%) exceeded that of the total student population (76.7%). Yet, the University also reported that its six-year graduation rate for African American students (48.8%) lagged behind the rate for the total student population (55.2%). This gap in graduation rates is the largest (6.4 percentage points) the University has seen over the past five years and reverses an upward trend in graduation rates for all.*

*Describe the factors the University has identified that affect both these trends: the success in retaining African American students at rates comparable to all students and the challenges faced in sustaining enrolled students to graduation. What strategies are in place to maintain success and reverse a growing gap?*

Frostburg State University seeks to create a welcoming and safe environment that promotes the understanding of diversity, both domestically and internationally (**MHEC Strategy 4**). Its student population, being nearly 50% white and 50% underrepresented minority, is one of the most diverse in the University System of Maryland. In its Cultural Diversity Program, FSU includes strategies that focus on effective recruitment, enrollment, and retention of students from traditionally underrepresented groups. The university continues to explore possible reasons for lower persistence and graduation rates, particularly for its minority student population, and devise initiatives to address retention from sophomore year forward.

As mentioned previously in this report under Goal 3, Frostburg hired a Vice President for Enrollment Management in August 2018. This newly-created position was established to help the university recruit more students from Maryland and the region and, most importantly, to coordinate its services so that FSU students succeed and graduate on time.

Frostburg currently has several support programs and services in place to help enhance student success and increase African-American student persistence and graduation rates. These include a required course for first-year students (Introduction to Higher Education), the student success services available through the Center for Academic Advising and Retention (CAAR), opportunities to participate in off-campus leadership and diversity retreats, intrusive advising, student early-warning systems (Beacon and the First-Year Student Progress survey), and utilization of the HelioCampus analytics platform.

The required Introduction to Higher Education course includes activities that help students to engage in extracurricular activities of the university and achieve academic success. Instructors act as official academic advisors, beginning in students' first semester and ending when students are ready to move to an academic department advisor. Course requirements include an introduction to a National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences. Overall participation in the workshop has increased to 90% in fall 2017 (up from 85% fall 2016).

The Center for Academic Advising and Retention (CAAR) continues to support retention and intervention efforts for targeted student populations - first year, undeclared, academic recovery, students in transition between majors. The Student Success Peer Mentoring program was revised September 2017 with a new training regimen and evaluation process. The START academic probation program increased the number of students (from 71 students to 111 students) served by both its recovery seminar and individual meetings with academic counselors.

Student Support Services (SSS), a federal TRiO program, is an educational opportunity project that helps low-income students, first-generation college students and students with disabilities to achieve their academic and personal goals. As an advocate for qualified students, SSS provides programs and services that help students develop the academic, interpersonal, and social skills needed for success at Frostburg. Over the last five years, the grant-based TRiO Upward Bound Program has served 156 participants, and 18.6% of these self-identified as minorities.

Wider implementation and increased use of *HelioCampus*, an analytic software platform that provides the University decision makers with up to date information and visualizations to understand and manage enrollment and retention, academic program success and productivity, and other key metrics across the University to ensure institutional effectiveness continued in FY18. Access to this information also allows users across each division of the University to make data-informed decisions that will improve student outcomes and success. The information provided by *HelioCampus* is critical across divisions to address questions about the student lifecycle, from prospect to graduate.

As of September 2018, all vice presidents, academic deans, and faculty leadership have received presentations on the use of *HelioCampus*, conducted by the Office of Assessment and Institutional Research. Data validation, model building, and technical and analytical staff training represents the foundational efforts thus far completed with the implementation of each platform. The first dashboards utilized by functional users are focused on enrollment issues. Department chairs regularly use dashboard to manage the academic programs within their purview and make

decisions regarding section management, identify and address obstacle courses, and understand student flow from course to course or from entry program to other programs or graduation.

Because the university experiences a gender-based retention gap within the African-American student population and many African-American male students participate on athletic teams, and the Academic Success Network (ASN) and the Athletics Department collaborate on several initiatives. Athletics provides detailed playing and practice schedules for each sport to advisors working with first-year students to assist with academic planning. In addition, each sport sends a list of recruited athletes planning to register so advisors are aware of them. ASN, in turn, connects coaches to Beacon and provides the results of the First-Year Student Progress Survey to coaches so they know about any alerts their athletes receive through each of the early-alert systems.

Frostburg State University has identified a number of obstacles that may contribute to the gap between African-American and overall student graduation rates. These include finances, low velocity (number of credits earned per term compared to the ratio achieved by graduates), and low earned-credit ratios.

The university created a grant program for students experiencing financial hardship. The Unfinished Business grant is intended for students at the sophomore academic level and beyond who are having difficulty paying their student bill and exhausted their financial aid for the year.

Frostburg has also initiated a number projects to address low-credit accumulation. It encourages students to take at least 15 credits per semester, beginning their first term. In addition, the university has revamped its approach to working with students on academic probation, using protocols that Frostburg is piloting for the Stanford University College Transition Collaborative. The Tutoring Center has begun contacting students regarding the effectiveness of tutoring and working directly with departments that have courses with high DWF rates. Utilizing Starfish Course Explorer, the ASN staff is identifying courses that appear to have higher DFW rates for African-American students relative to other students and look for possible, unintentional barriers that could be eliminated (e.g. cost of materials, course policies, or access to support resources).

By working with each academic department, the Center for Academic Advising and Retention has established eight-semester plans for each major and concentration. Academic advisors extensively use these plans to help guide students as they select courses for the upcoming term and gauge their progress toward degree completion.

## MISSION

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

## VISION

Frostburg State University will be recognized as a student-centered teaching and learning institution. The University will be known nationally for its emphasis on experiential education, its commitment to sustainability, and for the quality of its graduates as critical thinkers, life-long learners, and technologically competent global citizens.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

- Obj. 1.1** Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 150 in 2014 to 170 in 2019.
- Obj. 1.2** Increase the number of teacher education graduates above the 2014 level of 129 by 2019.
- Obj. 1.3** Increase the number of baccalaureate-level nursing graduates from 51 in 2014 to above 105 by 2019.
- Obj. 1.4** Through 2019 maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2014 level of 6,769.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number of undergraduates enrolled in STEM programs	858	913	949	925	804	810	820
Number of graduates of STEM programs (annually)	150	140	128	150	169	170	175
Number of undergraduates and Master of Arts (MAT) post-bachelor's enrolled in teacher education	482	423	414	322	274	290	310
Number of undergraduates and MAT post-bachelor's completing teacher training	129	126	113	95	96	100	105
Pass rates for undergraduates and MAT post-bachelor's on Praxis II exam	96%	97%	98%	96%	98%	98%	99%
Number of undergraduates enrolled in Nursing (RN to BSN) program	224	375	457	445	468	470	465
Number of graduates of the Nursing (RN to BSN) program	51	97	139	155	147	150	155
Number of Nursing (RN to BSN) program graduates employed in Maryland	25	76	97	124	127	129	128
Number of annual off-campus course enrollments	6,769	7,830	8,268	8,419	8,562	8,570	8,575

**Goal 2. Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.**

- Obj. 2.1** Increase the second-year retention rate of all undergraduates from 77 percent in 2014 to 78 percent in 2019 and the six-year graduation rate from 56.0 percent in 2014 to 61.7 percent in 2019.
- Obj. 2.2** By 2019, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2014 level of 27 percent.
- Obj. 2.3** By 2019, sustain the percentage of minority undergraduates at a level equal to or greater than the 2014 level of 36.5 percent.
- Obj. 2.4** Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2014 level of 80 percent.
- Obj. 2.5** Attain and preserve a six-year graduation rate of African-American students at 54 percent through 2019.
- Obj. 2.6** Increase the second-year retention rate of minority students from 78 percent in 2014 to 80 percent in 2019.
- Obj. 2.7** Realize and maintain a six-year graduation rate for minority students of 52 percent through 2019.
- Obj. 2.8** Maintain the approximate percentage of economically disadvantaged students at 60 percent through 2017.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Second-year retention rate at FSU all students	77.0%	74.8%	76.8%	76.7%	73.7%	75.0%	76.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	56.0%	55.6%	61.7%	55.2%	57.3%	58.0%	59.0%
Percent African-American (Fall undergraduate in fiscal year)	27.0%	29.0%	30.8%	31.4%	31.4%	32.0%	33.0%
Percent minority (Fall undergraduate in fiscal year)	36.5%	39.7%	42.0%	43.8%	43.7%	44.0%	45.0%
Second year retention rate at FSU for African-American students	80.0%	79.4%	83.2%	78.2%	71.3%	72.0%	73.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	53.0%	50.3%	62.0%	48.8%	59.2%	60.0%	61.0%
Second-year retention rate at FSU for minority students	78.0%	77.8%	82.3%	76.8%	69.4%	70.0%	71.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	52.6%	50.1%	61.9%	51.3%	56.2%	57.0%	58.0%
Percent of economically disadvantaged students	61.0%	60.0%	60.7%	61.6%	61.9%	62.0%	62.0%

**Goal 3. Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.**

- Obj. 3.1** Attain greater faculty diversity: women from 40.0 percent in 2014 to 42.0 percent in 2019; African-Americans from 3.6 percent in 2014 to 4.5 percent in 2019.
- Obj. 3.2** Increase the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) from 9 in 2014 to 10 by 2019.
- Obj. 3.3** By the 2017 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2014 level of 92 percent.
- Obj. 3.4** By the 2017 survey year, maintain the percentage of satisfaction with education for graduate/ professional school at the 2014 level of 100 percent.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Faculty diversity: Women (full-time faculty)	40%	41%	41%	42%	44%	44%	45%
African-American (full-time faculty)	3.6%	4.3%	4.8%	3.9%	4.0%	4.3%	4.5%
Achievement of professional accreditation by program	9	9	9	10	10	10	10
Satisfaction with education for work (triennial survey)	92%	N/A	N/A	91%	N/A	N/A	92%
Satisfaction with education for graduate or professional school (triennial survey)	100%	N/A	N/A	100%	N/A	N/A	100%

**Goal 4. Enhance facilities and the campus environment in order to support and reinforce student learning.**

- Obj. 4.1** Maintain effective use of resources through 2019 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of operating budget for reallocation to priorities.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of replacement cost expended in facility renewal	0.6%	0.5%	1.2%	1.6%	2.3%	2.1%	2.1%
Rate of operating budget reallocation	2.0%	10.0%	3.0%	3.0%	TBD	TBD	TBD

**Goal 5. Promote economic development in Western Maryland and in the region.**

- Obj. 5.1** Increase the percentage of graduates employed one year out from 80 percent in survey year 2014 to 97 percent in survey year 2017.
- Obj. 5.2** Prepare graduates to obtain higher initial median salaries from \$35,700 in 2014 to \$36,800 in 2017.
- Obj. 5.3** Sustain or increase the number of economic development initiatives established in 2015 (11) through 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Headcount enrollment (Fall total in fiscal year)	5,474	5,645	5,756	5,676	5,396	5,451	5,551
Number of graduates with a bachelor's degree	1,011	1,028	963	1,061	1,026	1,030	1,035
Number of graduates working in Maryland (triennial survey)	669	N/A	N/A	467	N/A	N/A	500
Percent of graduates employed one year out (triennial survey)	80%	N/A	N/A	96%	N/A	N/A	97%
Median salary of graduates (triennial survey)	\$35,700	N/A	N/A	\$41,241	N/A	N/A	\$42,500
Number of initiatives	10	11	11	10	8	10	10

**Goal 6. Promote activities that demonstrate the University's educational distinction.**

- Obj. 6.1** Through 2019, continue participation in the system campaign goal.

**Obj. 6.2** Increase student's involvement in community outreach from 4,121 in 2014 to 4,280 in 2019.

**Obj. 6.3** Increase the number of faculty awards from 20 in 2014 to 23 in 2019.

**Obj. 6.4** Sustain the Regents' goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2019.

**Obj. 6.5** Through fiscal year 2019 sustain the number of days spent in public service per FTE Faculty is at least 11.0 as recorded in fiscal year 2015.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Funds raised in annual giving (\$ millions)	\$2.4	\$2.2	\$2.1	\$3.1	\$3.2	\$3.2	\$3.5
Number of students involved in community outreach	4,121	4,260	4,566	4,610	3,801	4,000	4,200
Number faculty awards	20	14	17	14	19	20	20
Course units taught by FTE core faculty	7.1	7.5	7.3	7.3	7.3	7.6	7.6
Days of public service per FTE faculty	11.6	11.0	9.6	9.0	8.1	10.0	11.0

# SALISBURY UNIVERSITY

## MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work and education and applied master’s and doctoral programs. We empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.

## INSTITUTIONAL ASSESSMENT

### Overview

During 2017-18, Salisbury University (SU) accomplished many significant achievements. Perhaps the most noteworthy change was the welcoming of SU’s ninth President, Dr. Charles A. Wight in July 2018. Dr. Wight’s arrival comes just a few months after the adoption of the Maryland Higher Education Commission’s (MHEC’s) *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. The University looks forward to the opportunity to assist the State meet its access, success and innovation goals. SU’s *2014-2018 Strategic Plan* includes goals that complement the key goals and objectives identified in the *Managing for Results* (MFR) document and the three goals for postsecondary education identified in the 2017-2021 State plan. To determine how effectively SU is progressing towards meeting the 2018 MFR key goals and objectives, data relevant to each objective will be described in subsequent sections of this report. Below, SU’s strategic plan goals are linked to the State plan goals. During 2018-19, SU will engage in a campus-wide strategic planning process. The University anticipates adopting its next strategic plan in 2020.

<i>2017-2021 State Plan for Postsecondary Education</i>	<i>SU Strategic Plan: 2014-2018</i>
<b>Goal 1:</b> Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	Goal 1: Educate students for success in academics, career, and life
	Goal 3: Foster a sense of community on campus and at the local, national, and international level
<b>Goal 2:</b> Success: Promote and implement practices and policies that will ensure student success.	Goal 1: Educate students for success in academics, career, and life
	Goal 4: Provide appropriate programs, spaces, and resources for all members of the campus community
<b>Goal 3:</b> Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	Goal 2: Embrace innovation to enhance the Salisbury University experience
	Goal 3: Foster a sense of community on campus and at the local, national, and international level



	Goal 4: Provide appropriate programs, spaces, and resources for all members of the campus community
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**Access**

*2017-2021 Maryland State Plan for Postsecondary Education Goal:*

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

*PAR/MFR Objectives: 1.1-1.4; 3.1-3.3; Additional Indicators 1- 2*

SU’s commitment to provide an exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy is a major goal in the University’s Strategic Plan. For the MFR, access to an affordable and quality education are evaluated using several of the MFR objectives, including:

- diversity of the student body (Objectives 3.1-3.3)
- pass rates on national licensure and certification exams (Objectives 1.1 & 1.2),
- self-reports of student satisfaction with the quality of education and preparation they received (Objectives 1.3 & 1.4),
- salaries of recent graduates (Additional Indicators 1 & 2)

Diversity

*MFR Objectives: 3.1- 3.3*

The changing demographics in the State and Nation are also reflected on SU’s ever-increasing diverse population of students. The University accepted 65% of its first-time degree-seeking applicants and enrolled a first-time student cohort of 1,328 students in fall 2017. Just over 25% of first-time students were from ethnically diverse backgrounds. SU enrolled a total of 7,782 undergraduate students; just under 90% of SU’s student population is at the undergraduate level. As recommended in the *2017-2021 Maryland State Plan for Postsecondary Education*, graduate student representation on campus continues to grow. Approximately, 932 graduate students were enrolled in fall 2017, an increase of 5.1% over fall 2016.

While continuing to increase accessibility, SU values both affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic credentials of the freshman class, admission, retention, and graduation rates, etc.). During fall 2017, SU increased its enrollment of economically disadvantaged students from 53.3% to 54.4% (Objective 3.3). The changing demographics of high school graduates across both the State and Nation make it increasingly important to provide affordable access. Since the 2014 reporting cycle, SU has increased the percentage of economically disadvantaged students on campus by 1.8 percentage points.

The University has increasingly emphasized its desire to maintain a diverse campus—which is readily affirmed in the University’s trends and benchmarks. Fall 2017 marked the most ethnically diverse student population in SU’s history (Objectives 3.1 and 3.2). During fall 2017, SU increased its enrollment of minority undergraduate students for the twelfth consecutive year.

African-American students made up 14.5% of SU's undergraduate students (Objective 3.1). Similarly, 26.2% of SU's fall 2017 undergraduate enrollment was composed of minority students (Objective 3.2). Despite a slight decrease in undergraduate enrollment since 2014 (2.7%) undergraduate minority student enrollment has increased more than 6% (from 1,861 in fall 2014 to 1,979 in fall 2017).

### Licensure

*MFR Objectives: 1.1 & 1.2*

MFR Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured by examining the pass rates for the nursing licensure exam (NCLEX) and the teaching licensure exam (PRAXIS). At 91%, SU remains well above the average Maryland NCLEX pass rate (84%) for BSN programs (Objective 1.1). The NCLEX exam was modified in April 2013 and now includes a higher standard for passing. The Nursing Department continues its concentrated efforts (e.g., tutoring, NCLEX review course, etc.) to increase its pass rates given the modifications to the exam.

During the 2008-09, the Professional Education unit implemented a new graduation requirement for students seeking their degree in a Professional Education area. Beginning with students graduating from the Professional Education program in spring 2010 and after, students were required to pass the PRAXIS II in order to graduate with recommendation for certification. As a result, the current pass rate of 100% will be maintained (Objective 1.2).

### Alumni Satisfaction and Salary

*MFR Objectives: 1.3 & 1.4*

One measure of success used by SU is alumni satisfaction and earning potential. Data are collected on a triennial basis using an alumni survey to address Objectives 1.3 and 1.4 and Additional Indicators 1 and 2. The most recent survey results are based on students that graduated in August/December 2015 and January/May 2016. It should be noted that the response rate for the alumni survey was 19.5%. Results revealed that 99% and 94% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively.

When examining the median salary of recent graduates, alums saw a 10% increase in salary when compared to 2015-16 graduates. Recent graduates earned a median salary of \$41,227 (Additional Indicator 1) which represents the 79<sup>th</sup> percentile of the median salary for workers 25 years old and over with a bachelor's degree (Additional Indicator 2).

### Accreditations

An additional indicator of the quality and effectiveness of SU is its ability to achieve and maintain national accreditations. Several academic programs and administrative offices are accredited:

- Salisbury University is accredited by the Middle States Commission on Higher Education (**MSCHE**);
- Teacher Education programs- accredited by the National Council for Accreditation of Teacher Education (**NCATE**) and MD Education Department;

- Social Work program- accredited by the Council on Social Work Education (**CSWE**);
- Music program- accredited by the National Association of Schools of Music (**NASM**);
- Franklin P. Perdue School of Business- accredited by the Association to Advance Collegiate Schools of Business (**AACSB**);
- Exercise Science- accredited by the Commission on Accreditation of Allied Health Education Programs (**CAAHEP**);
- Medical Laboratory Science- accredited with the National Accrediting Agency for Clinical Laboratory Sciences (**NAACLS**);
- Nursing programs-accredited by the Commission on Collegiate Nursing Education (**CCNE**);
- Programs in the Department of Chemistry- approved by the American Chemical Society Committee on Professional Training (**ACS-CPT**);
- Athletic Training- accredited by the Commission on Accreditation of Athletic Training Education (**CAATE**);
- Respiratory Therapy program- accredited by the Commission on Accreditation for Respiratory Care (**CoARC**);
- Applied Health Physiology program – accredited by the Committee on Accreditation for the Exercise Sciences (CoAES) through CAAHEP;
- Health Services- accredited by the Accreditation Association for Ambulatory Health Care (**AAAHC**);
- Student Counseling Services- accredited by the International Association of Counseling Services (**IACS**); and
- University Police- accredited by the Commission on Accreditation for Law Enforcement Agencies, Inc. (**CALEA**).

### Rankings

In addition, this has been a year in which SU has garnered much national recognition of its reputation as an exceptional comprehensive University.

- *U.S. News & World Report's Best Colleges for 2018-2019* selected SU as a best regional university among public and private institutions in the North. This is the 22<sup>nd</sup> consecutive year SU received this honor.
- For the 20<sup>th</sup> consecutive year, SU was designated by *The Princeton Review* as one of the nation's best institutions in *The Best 384 Colleges* and *The Best Northeastern Colleges for 2018-1*.
- For the 10<sup>th</sup> consecutive year, *Kiplinger's Personal Finance* magazine named SU as one of the Top "100 Best Values in Colleges."
- *Washington Monthly* magazine named SU as one of "America's Best Bang-for-the-Buck Colleges" in 2016 for the 4<sup>th</sup> consecutive year.
- *The Princeton Review* in partnership with the *U.S. Green Building Council* named SU as one of the top 375 Green Colleges for the 8<sup>th</sup> consecutive year.
- *Forbes* magazine named SU one of Americas Top Colleges for 2017, for the 4<sup>th</sup> consecutive year. *Forbes* also lists Salisbury University as one of America's Best Value Colleges.
- SU was identified by *Money* magazine's as one of The Best Colleges for Your Money for 2017, for the 4<sup>th</sup> consecutive year.

### **Success**

*2017-2021 Maryland State Plan for Postsecondary Education Goal:*

Success: Promote and implement practices and policies that will ensure student success.

*PAR/MFR Objectives: 4.1-4.6*

Retention and Graduation

At 84.9%, the second-year retention rate for the 2016 entering cohort of freshmen (Objective 4.1) increased slightly from the previous cohort (84.7%). The 2016 cohort included students that started at SU in fall 2016 and returned to SU or transferred to another Maryland school for the fall 2017 semester. SU's second-year retention rate is the second highest of the comprehensive System schools.

Objectives 4.2 and 4.3 provide additional information regarding second-year retention rates with a special focus on African-American and all minority students. SU maintained its second-year retention rate of 83.8% for African-American students. The second-year retention rate of minority students decreased by one percentage point this year to a rate of 83%. This decrease is largely the result of fewer SU students (.8%) being retained at other Maryland institutions, rather than at SU.

Currently, SU's overall six-year graduation rate is 76.6% (Objective 4.4). The rate increased two percentage points compared to last year. SU's six-year graduation rate is the highest among the USM comprehensive institutions and is 6.1 percentage points above the USM average. The six-year graduation rate for African-American students increased substantially this year to a rate of 74.7%, up from 70.5% (Objective 4.5). SU has the second highest African-American student six-year graduation rate among the USM comprehensive institutions. In fact, SU's rate is 20.8 percentage points higher than the USM average. Minority student six-year graduation rates also increased meaningfully this year, from 68.9% to 73.5% (Objective 4.6). Six-year graduation rate for minority students at SU are the second highest among the USM comprehensive institutions and 10.2 percentage points above the USM average.

To improve graduation and retention rates, the campus continually evaluates the success of initiatives designed to improve student outcomes. In fact, in 2016, SU was selected by the American Association of State Colleges and Universities (AASCU) to participate in a three-year "Re-Imagining the First Year of College" project. SU was one of only 44 institutions selected to participate in the initiative in which campuses were asked to identify approaches to redesigning the first-year college experience for students to maximize success. It is hoped that the University will see improvements in student success and learning as a result of improvements it is making campus-wide particularly in the areas of academic advising, use of analytics, faculty learning communities, and review of our general education curriculum.

Additionally, as mentioned on the 2016 MFR, SU has been engaged with the Education Advisory Board to implement the Student Success Collaborative (SSC). The SSC provides an early warning system for students to assist in course selection, selection of a major and early indicators of academic success. Additionally, SU has enhanced its advising system by utilizing not only the SSC but by implementing a new Academic Advising Center. The Academic Advising Center employs professional academic advisors to assist students in achieving their academic goals. Each first-year student is assigned an academic advisor to assist them with understanding degree requirements, planning coursework and developing an understanding of opportunities available

across the university. Once students transition to their sophomore year, they are assigned a faculty member within their discipline as their academic advisor.

### **Innovation**

*2017-2021 Maryland State Plan for Postsecondary Education Goal:*

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

*PAR/MFR Objectives:2.1-2.5; Additional Indicators 3-7*

SU states in Goal 1 of the *2014-2018 Strategic Plan* that the University's primary mission is to "educate our students for success in the classrooms, careers, and life." SU measures its impact on economic growth by successfully producing graduates with the skills necessary to compete in high-demand occupations. To determine our success, the University triennially tracks the percentage of graduates employed one year after graduation.

### Nursing

Data for this year indicates that applications and enrollment into the program have remained relatively stable (Additional Indicators 3-6). The number of undergraduate nursing majors enrolled for fall 2017 was 563 (up 2.3% over fall 2016), while 42 (up 24% over fall 2016) graduate nursing majors were enrolled during the same time period. The number of nursing baccalaureate and graduate degree recipients increased by 7.5% to 99 (Objective 2.5). One major expansion during 2017-18 was the establishment of a new College of Health and Human Services (CHHS). The new CHHS will enroll students majoring in applied health physiology, athletic training, community health, exercise science, fitness and wellness, medical laboratory science, nursing, nursing practice, respiratory therapy and social work.

### Teacher Education

The overall number of teacher education enrollments has decreased by 32 students to a total of 1,131 this year. Most of this decline was due to lower enrollments in the Elementary and Secondary Education programs. The number of teacher education graduates from SU (Objective 2.3) remained stable this year at 302. It is hoped that the number of graduates increases in the future. To assist with this effort, SU has dedicated resources to establish a Holmes Scholar program designed to recruit underrepresented populations in education careers. Additionally, SU participates in the [Teacher Academies of Maryland](#) (TAM) program by providing \$500/semester scholarships to TAM graduates when they attend SU. Last year, 11 students utilized this program at SU. For 2018-19, it is anticipated that 15 students will participate.

### STEM

In 2016-17, SU graduated 316 STEM majors, a slight increase from 312 graduates last year (Objective 2.4). SU anticipates growing STEM enrollment slightly during fall 2018. In addition to several other scholarships used to attract students, the Henson School Science and Technology offers 16 renewable \$5,000 merit scholarships for entering first year STEM students. A new high-performance computer lab opened last spring which supports students in several STEM majors.

### Employment

As mentioned previously, alumni data are collected by the University every three years. Based on responses from graduates in 2015-16, 94.2% of those responding to an alumni survey were employed one year after graduation (Objective 2.2), with 66% employed in Maryland (Objective 2.1). Additionally, SU estimates that, of the 90 Bachelor of Science in nursing graduates in 2015-16, approximately 75 are working in Maryland (Additional Indicator 7). SU provides a quality education, making SU graduates readily employable and prepared to be successful in their future careers and life while addressing the workforce needs of the state.

## **RESPONSES TO THE QUESTIONS RAISED BY THE COMMISSION**

For the 2017 MFR reporting cycle, SU was required to provide a response to the following Commission comment.

**Commission Assessment (Objectives: 4.1, 4.2, 4.4 and 4.5):** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported that its second-year retention rate for African American students (83.8%) was almost identical to that of the total student population (84.7%). Yet, the University also reported that its six-year graduation rates for African American students (70.5%) and all students (74.6%) have stayed relatively flat over time.

The University credits a number of initiatives with helping all students succeed, including an American Association of State Colleges and Universities (AASCU) program entitled “Re-Imagining the First Year of College,” an early warning program targeting first- and second-year students, and first-year advising program. It appears that these initiatives are having a positive effect on first- and second-year retention. However, the graduation rate remains flat. Please discuss any factors that the University has identified affecting students’ progress toward graduation, and describe any steps the University is taking to address these factors.

**Salisbury University Response:** The “Re-Imagining the First Year of College” project began in 2016. While SU continues to be involved in this initiative, the first cohort of students that would be impacted by the initiatives that were included in it were admitted in fall 2016. As a result, it will take six years, with students graduating in 2022, to see the effect of these strategies on the PAR graduation rates. A further examination of the graduation rates presented in the 2017 PAR revealed that it was the rate at which SU students graduated from another four-year institution within Maryland that declined, from 8.5% (2016 PAR) to 7.0% (2017 PAR). By comparison, students that started and graduated from SU within six years increased between 2016 and 2017, from 66.6% to 67.7%. Additionally, SU’s overall six-year graduation rate increased two percentage points for the current year. These gains in SU’s graduation rate are again the result in increasing the percentage of students graduating from SU, 70.1%, rather than another four-year institution within Maryland. Even more impressive was the growth in graduation rates for African-American and minority students, each yielding more than a four percentage point gain, 4.2 and 4.6 percentage point increases, respectively.

The University is excited that our current second-year retention rates seem to indicate the success of our participation in the “Re-Imagining the First Year of College” initiative. For the second consecutive year, SU’s overall retention rates have increased, from 84.0% (2014 cohort) to 84.9% (2016 cohort). While the USM’s average second-year retention rate declined two percentage points during this time period, SU was one of only two USM institutions that increased their retention rates. Moreover, SU improved its second-year retention rate for African-American students 2.4 percentage points during the same time period. As a result, the University is optimistic that our participation in the “Re-Imagining the First Year of College” initiative, along with the adoption of the Education Advisory Board’s (EAB) Student Success Collaborative (SSC) will also yield improvements in six-year graduation rates.

## MISSION

Salisbury University (SU) is a premier comprehensive Maryland public university, with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education, social work, and applied master's and doctoral programs. Our highest purpose is to empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life long learning in a democratic society and interdependent world.

## VISION

Salisbury University, a Maryland university of national distinction, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

**Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.**

- Obj. 1.1** Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 89 percent in fiscal year (FY) 2014 to a rate of 95 percent in FY 2019.
- Obj. 1.2** Maintain the percentage of teacher education graduates who pass the teacher licensure exam at the FY 2014 rate of 100 percent into FY 2019.
- Obj. 1.3** Increase the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school from 97 percent in Survey Year (SY) 2014 to 98 percent in SY 2017.
- Obj. 1.4** Increase the percentage of SU graduates who are satisfied with their level of preparation for employment from 95 percent in SY 2014 to 98 percent in SY 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	89%	89%	90%	93%	91%	93%	95%
Teaching (Praxis II) pass rate	100%	97%	100%	100%	100%	100%	100%
Satisfaction with preparation for graduate school (triennial measure)		N/A			N/A		
Satisfaction with preparation for employment (triennial measure)		N/A			N/A		



**Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.**

**Obj. 2.1** Increase the estimated percentage of graduates employed in Maryland from 77.1 percent in SY 2014 to 78 percent in SY 2017.

**Obj. 2.2** Maintain the percentage of graduates employed one-year after graduation at the SY 2014 rate of 100 percent into SY 2017.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percentage of bachelor's degree graduates employed in Maryland one year after graduation (triennial)		N/A			N/A		
Percentage of bachelor's degree graduates employed one year after graduation (triennial)		N/A			N/A		

**Obj. 2.3** Increase the number of teacher education graduates from 332 in FY 2014 to 350 in FY 2019.

**Obj. 2.4** The number of graduates in science, technology, engineering and math (STEM) related fields will increase from 287 in FY 2014 to 341 in FY 2019.

**Obj. 2.5** Maintain the number of nursing degree recipients at the FY 2014 of 110 into FY 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of teacher education enrollments	1,276	1,253	1,229	1,163	1,131	1,126	1,143
Number of teacher education graduates	332	338	282	303	302	247	248
Number of STEM enrollments	1,403	1,418	1,393	1,455	1,418	1,450	1,479
Number of STEM graduates	287	295	346	312	316	326	320
Number of undergraduate nursing majors	583	601	538	547	563	544	548
Number of baccalaureate degree recipients in nursing	93	86	94	90	97	87	87
Number of graduate nursing majors	28	33	29	34	42	40	40
Number of graduate degree recipients in nursing	17	6	14	3	2	9	8
Total number of nursing degree recipients	110	92	108	93	99	96	95

**Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.**

**Obj. 3.1** Increase the percentage of African-American undergraduates from 12.0 percent in FY 2014 to 14.6 percent in FY 2019.

**Obj. 3.2** Increase the percentage of minority undergraduates from 23.2 percent in FY 2014 to 26.8 percent in FY 2019.

**Obj. 3.3** Increase the percentage of economically disadvantaged students attending SU from 52.6 percent in FY 2014 to 55.1 percent in FY 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percentage of African-American undergraduates	12.0%	12.9%	13.9%	14.3%	14.5%	14.6%	14.7%
Percentage of minority undergraduates	23.2%	24.1%	25.6%	26.0%	26.2%	26.4%	26.6%
Percentage of economically disadvantaged students	52.6%	53.4%	53.4%	53.3%	54.4%	54.7%	54.9%

**Goal 4. Improve retention and graduation rates while advancing a student-centered environment.**

**Obj. 4.1** The second-year retention rates of SU first-time, full-time freshmen will increase from 82.5 percent in FY 2014 to 86.3 percent in FY 2019.

**Obj. 4.2** The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 85.0 percent in FY 2014 to 89.0 percent in FY 2019.

**Obj. 4.3** The second-year retention rates of SU first-time, full-time minority freshmen will increase from 81.1 percent in FY 2014 to 86.1 percent in FY 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	82.5%	84.9%	84.0%	84.7%	84.9%	85.0%	85.1%
African-American students	85.0%	89.0%	81.4%	83.8%	83.8%	84.0%	84.2%
Minority students	81.1%	85.5%	80.1%	84.0%	83.0%	83.3%	83.6%

**Obj. 4.4** The six-year graduation rates of SU first-time, full-time freshmen will increase from 73.2 percent in FY 2014 to 75.0 percent in FY 2019.

**Obj. 4.5** The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 62.0 percent in FY 2014 to 68.1 percent in FY 2019.

**Obj. 4.6** The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 59.5 percent in FY 2014 to 69.3 percent in FY 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	73.2%	73.0%	75.1%	74.6%	76.6%	76.7%	76.8%
African-American students	62.0%	66.1%	71.2%	70.5%	74.7%	75.0%	75.2%
Minority students	59.5%	68.4%	70.6%	68.9%	73.5%	73.9%	74.2%

**ADDITIONAL MEASURES**

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Median salary of SU graduates (one year after graduation) (triennial)		N/A			N/A		
Ratio of median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce with a bachelor's degree (triennial)		N/A			N/A		
Estimated number of nursing graduates employed in Maryland as nurses (triennial)		N/A			N/A		
Number of applicants to the professional nursing program	215	200	177	177	171	204	210
Applicants accepted into the professional nursing program	102	96	103	103	98	99	97
Applicants not accepted into the professional nursing program	113	104	74	74	73	105	113
Number of applicants enrolled in the professional nursing program	102	95	94	94	97	97	97

# Towson University

## 2018 Institutional Performance Accountability Report

### Mission

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

### Institutional Assessment

The TU 2020 strategic plan integrates, and expands on, TU's earlier TU 2010 and TU 2016 strategic plans. TU 2020 focuses on academic quality, diversity and inclusion, student success, STEM and other critical state workforce needs, and other areas that mirror and contribute to the goals of both the 2017-2021 Maryland State Plan for Postsecondary Education and to the 2010 strategic plan of the University System of Maryland. Institutional performance under key elements of the plan is designed to be measured through the goals and objectives included in TU's Performance Accountability Report (PAR) / Managing for Results (MFR) Report.

After a listening tour, focus groups and extensive fact-finding, President Kim Schatzel outlined her eight Presidential Priorities for building an even stronger foundation for Towson University. The priorities include (1) TU Matters to Maryland, (2) BTU: Partnerships at Work for Greater Baltimore, (3) Lifelong Career Center, (4) Diverse and Inclusive Campus, (5) Culture of Philanthropy, (6) World-Class Faculty Development Center, (7) Strategic Plan Alignment, and (8) TIGER Way - Transfer, International, Graduate Enrollment Resource.

The following document reviews progress on the goals and objectives contained in TU's PAR/MFR report. We have included a crosswalk under each of the goal statements to further demonstrate connections between the goals and objectives of TU's PAR/MFR, TU 2020, the 2017-2021 Maryland State Plan for Postsecondary Education, and TU's Presidential Priorities.

#### **Performance Accountability/Managing for Results Goal 1: Create and Maintain a Well-Educated Workforce. (Access, Success, and Innovation Goals of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020; TU Presidential Priorities 1, 2, 3, & 8)**

TU's focus in Goal 1 of its combined Performance Accountability / Managing for Results report is helping Maryland "create and maintain a well-educated workforce." As the third largest public university in the state (second largest excluding the largely online UMUC), the largest comprehensive institution in the USM, the largest producer of K-12 teachers in Maryland, and one of the state's chief sources of nurses and allied health professionals, TU contributes by:

- 1) generating substantial numbers of bachelor's degrees to help reach the goal of 55% of Marylanders having a higher education degree by 2025
- 2) producing graduates with teaching credentials, particularly in STEM, and growing enrollments and increasing graduates in STEM areas to address Maryland's significant education and technology workforce needs

- 3) producing highly-skilled, well-trained nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents
- 4) delivering a high quality education to TU students entering Maryland's workforce

### **Overall Student Enrollment & Degrees Awarded.**

TU's fall 2018 total headcount enrollment of 22,923 was its largest ever and 1% greater than fall 2017. Undergraduate headcount increased in fall 2018 to 19,818 compared to 19,596 in fall 2017. Graduate headcount in fall 2018 was 3,105, essentially unchanged from fall 2017 (3,109). Total student FTE in fall 2018 increased to 19,532 from 19,298 in fall 2017. Total student credit hours generated in fall 2018 increased to 287,905 from 284,320 in fall 2017.

TU awarded 5,543 degrees in 2017-2018, second most in TU history and a 4% increase from five years earlier. The number of graduate degrees conferred in 2017-2018 (934) was down 258 from five years earlier (1,192 conferred in 2012-2013). However, TU conferred 4,609 bachelor's degrees in 2017-2018, which is an 11% increase from 4,147 conferred in 2012-2013.

### **Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.**

TU continues to develop a robust pipeline of teachers to meet Maryland's needs for educators. While enrollments have dipped in recent years, TU's teacher preparation/training programs have continued to graduate a steady supply of well-prepared educators.

Enrollment in undergraduate teacher preparation/training programs at TU fell in fall 2018. However there are indications that enrollments may have begun to stabilize. The number of incoming undergraduate students who chose to major/pre-major in education programs increased for the second consecutive year, up 15% from fall 2016 to fall 2018. Enrollments in these programs declined from 1,228 in fall 2017 to 1,189 in fall 2018. This represents the fifth consecutive year of declining enrollments, which are down by 36% from the recent high of 1,866 students in fall 2013.

Keeping with the trend of declining enrollments in teacher preparation programs, the number of teacher-preparation completers decreased, from 620 in 2016-2017 to 537 in 2017-2018. The majority of declines were in post-baccalaureate preparation programs and the undergraduate preparation areas of early childhood education and art education. Other concentrations held steady or saw smaller decreases.

Pass rates for the PRAXIS II remained high, with a 100% passing rate for post-baccalaureate students and a 96.8% passing rate for undergraduate students. The combined passing rate of 97.2% is in-line with recent passing rates.

Specific efforts in TU's College of Education have helped TU's teacher preparation programs to remain strong and robust, with substantial enrollments. Notable efforts include the creation of a recruitment committee as well as targeted recruitment efforts in surrounding counties.

### **Teacher Training Enrollment & Degrees Awarded with STEM Teaching Credentials.**

Undergraduate student headcount enrollments in TU's STEM education programs remain strong. Undergraduate student headcount enrollments in TU's STEM education programs in fall 2018

were 76, down somewhat from fall 2017 (85). TU conferred 30 bachelor's degrees in STEM education programs in 2017-2018 compared to 34 in 2016-2017.

Graduate student headcount enrollments in TU's STEM education programs in fall 2018 increased to 57 (from 48 in fall 2017). Graduate degrees in TU's STEM education programs fell slightly to 19 awards in 2017-2018 compared with 22 awards in 2016-2017.

These enrollment and degrees awarded trends in graduate STEM education are due partly to a decrease in graduate level, post-baccalaureate teacher training programs and more likely due to a difficult education job market and reduced professional development funding to school systems.

### **Enrollment & Degrees Awarded in STEM.**

Enrollment & Degrees Awarded in STEM at TU remain strong. TU's total number of undergraduate STEM majors was 3,955 in fall 2018, an increase from 3,771 in fall 2017. The fall 2018 enrollment is an increase of 30% from fall 2013, and continues to help the state address STEM workforce preparation (i.e., production of STEM workers in fields other than education). Correspondingly, during the same period the number of graduate STEM majors remained relatively unchanged at 786 in fall 2018 compared to 805 in fall 2017. TU awarded 926 STEM degrees and certificates in 2017-2018, similar to last year's total of 934. The 2017-2018 total represents a 16% increase from five years earlier, with 798 degrees and certificates awarded in 2012-2013.

Total STEM bachelor's degrees awarded in 2017-2018 was 669, which is an increase from 633 in 2016-2017, and an increase over 37% from 2012-2013. Total STEM graduate degrees and certificates awarded 2017-2018 was 257, down from 301 conferred in 2016-2017.

TU continues to expand on programs initiated last year to maintain and improve its number of enrolled STEM majors and STEM graduates, including:

- (a) tracking STEM-related courses with high DFW rates.
- (b) creating an early warning system for at-risk STEM students.
- (c) increasing access to tutoring for STEM-related gateway courses.
- (d) establishing baselines for tracking chronic repeaters of STEM-related classes.
- (e) assisting students in the STEM Residential Learning Community.
- (f) developing math placement test online tutorials.

TU plans for enrollment and degree production in STEM-related programs to remain strong. Accomplishments include:

- (a) hard-funding continuation of TU's successful "TOPS" STEM program for undergraduates, and hiring of a new permanent TOPS director position.
- (b) establishing a STEM Residential Learning Community with 100 undergraduates.
- (c) course redesign in mathematics, chemistry and biology, and computer laboratory.
- (d) \$10,000 from Baltimore Gas & Electric in support of expanding K-12 student access to the Bioscience Education and Outreach Program (SciTech) in the TU Center for STEM Excellence at the Columbus Center.

### **Enrollment & Degrees Awarded in Nursing.**

Enrollments and degrees awarded in nursing at TU remain strong. Nursing undergraduate student enrollment held steady at 779 students in fall 2018, compared with 789 in fall 2017. Undergraduate nursing enrollment has generally been increasing, rising by over 77% from 438 students in fall 2013 to 779 students in fall 2018. Graduate student enrollment in nursing remained relatively small, at 19 students in fall 2018, compared with 32 students in fall 2017.

Total degrees awarded at TU in nursing were 288 (271 bachelor's; 17 master's) compared to 291 (273 bachelor's; 18 master's) in 2016-2017. The number of bachelor's degrees in nursing awarded has shown a positive trend over the past several years. However, the number of graduate nursing degrees awarded has shown a downward trajectory from a high of 28 in 2013-2014 to a low of 17 in 2017-2018. Passing rates for the nursing licensure exam, the NCLEX-RN, were 87% for students who took the exam in 2016-2017. The passing rate in 2015-2016 was 83%.

### **Satisfaction with a TU Education.**

The overwhelming majority of undergraduate and graduate student recipients of degrees at TU responding to various surveys from TU continue to report satisfaction with their TU education. Specifically, 90% of graduating students responding to TU's 2018 Spring Semester Survey of Graduating Students indicated that the quality of their TU education was excellent or good. Less than 1% responded that the quality of their education was poor. Additionally, 87% of respondents indicated that they would choose to enroll at TU again, if they could choose to start over. Less than 3% responded they would definitely not choose TU again.

### **Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities A, C, D and E of TU 2020; TU Presidential Priorities 1, 2, & 3)**

TU's commitment to economic development is exemplified by TU's all-time highest headcount enrollment (22,923) in fall 2018 and second-highest total degrees awarded (5,543) in 2017-2018. TU is the state's largest public comprehensive institution. TU increased the number of awarded bachelor's degrees from 4,147 in 2012-2013 to 4,609 in 2017-2018, an increase of 11%.

TU's undergraduate alumni reported starting salaries ranging from the low to mid \$40,000's on MHEC's 2017 Undergraduate Alumni Survey, which was conducted on those undergraduates approximately one year after receiving their degree from TU. TU's undergraduate alumni continue to report a slowly increasing starting salary amount rising from \$30,711 in 2000 to \$42,539 in 2017. We anticipate an increase in this reported starting salary in future surveys as the economy continues to thrive and as TU awards more degrees in STEM and health professions areas.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), one of TU's Eight Presidential Priorities, that leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU has partnered with over 300 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of summer 2018, TU faculty, staff, and students have 239 active engagements with BTU networking partners. BTU has been recognized with TU's consistent naming to the President's Higher Education Community Service Honor Roll by the Corporation

for National and Community Service. Additionally, TU is one of only three Maryland institutions recognized with the Carnegie Community Engagement Classification.

**Performance Accountability/Managing for Results Goal 3: Increase Access for and Success of Minority, Disadvantaged Students (Access Goal of the Maryland State Plan; Institutional Priorities A & H of TU 2020; TU Presidential Priorities 1, 2, 4, & 8)**

TU continues to grow its number of undergraduates from the aforementioned groups. Racial and ethnic minority students account for 43% of the total enrolled undergraduate body at TU in fall 2018 which is an increase of 14% over five years. Similarly, the percent and/or number of TU's entire undergraduate body who are African-American (23%), first generation (3,344), and/or low income (3,681) continue to grow. Enrollments of minority, African-American, and low-income students meet or exceed targets established by TU and USM.

TU was awarded a \$1 million STEM grant from the Howard Hughes Medical Institute (HHMI) to cultivate the talent of students in the natural sciences. The HHMI initiative focuses on undergraduates who come to college from diverse backgrounds and pathways, including underrepresented ethnic minorities, first-generation students, and working adults with families. TU's proposal was one of over 500 pre-proposals submitted, one of 90 invited full proposals, and one of just 24 grants awarded. TU aims to create a curriculum and support system promoting participation in research experiences that will continue beyond undergraduate studies.

**Retention Rates of Ethnic Minority Undergraduates.**

Increasing numbers of ethnic minority undergraduate students is a significant TU achievement. More important is how well TU's ethnic minority undergraduate students are retained, progress, and earn their degree from TU. TU continues to perform extremely well in all of these capacities by maintaining or exceeding a retention rate of 85% for ethnic minority undergraduate students (2016 to 2017 retention rate of 90%) and for African-American undergraduates (2016 to 2017 retention rate of 91%). This retention rate for African-American undergraduates ranks TU as second highest in the USM and well above the national and USM averages. Retention rates for ethnic minority undergraduates have met or exceeded the institutional target of 85% over the past several years and remain among the highest rates in the USM.

**Graduation Rates of Ethnic Minority, First Generation, and/or Low Income Undergraduates.**

Six-year graduation rates for TU's ethnic minority undergraduate students remain high, reaching 75.8% in 2017-2018 (fall 2011 cohort). The six-year graduation rates for TU's African-American undergraduates moved up to 76% in 2017-2018 (fall 2011 cohort). Six-year graduation rates for TU's African-American students have risen steadily, increasing by almost 13% from the 64% graduation rate of the fall 2005 cohort.

Six-year graduation rates for TU's first-generation undergraduates were 68% in 2017-2018 (fall 2011 cohort), continuing a three-year trend of annual increases of approximately 1%. Similarly, six-year graduation rates for TU's low income undergraduates improved to 64% in 2017-2018 (fall 2011 cohort). Six-year graduation rates for TU's low income undergraduates have steadily risen from a low of 48% in 2011-2012 (fall 2005 cohort).

TU continues to expand on previously initiated programs including:

- (a) tracking at-risk students.
- (b) enhanced transfer student advising.
- (c) enhanced tutoring and study skills workshops.
- (d) increased resources for academic support programs for low-income and first-generation undergraduates.
- (e) analytics software facilitating student advising and course scheduling.

**Performance Accountability/Managing for Results Goal 4: Achieve and Sustain National Eminence in Providing Quality Education, Research, and Public Service (Innovation Goal of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020; TU Presidential Priorities 1, 3, & 8)**

TU's retention rate of 87% for first-time, full-time undergraduates who remained enrolled at TU or another Maryland, public four-year institution ranked highest among the USM's comprehensive institutions. TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 76% six-year graduation rate in 2017-2018 (fall 2011 cohort).

TU undergraduate and graduate students are being retained and progressing to graduation at high rates, and these students report consistently high levels of satisfaction with their TU educational experience. Specifically almost 87% of full-time employed recent undergraduate alumni and over 95% of recent alumni currently enrolled in graduate school, reported satisfaction with the education received at TU. These have remained at these high levels for several years and speak to the quality of a TU education and the TU educational experience.

TU also continues to be recognized by numerous institutional rankings, including:

- *U.S. News & World Report's 2019 America's Best Colleges*. TU was ranked among the top 12 Top Public Schools (North Region), the Best Colleges for Veterans, Best Value Schools, and A+ Schools for B Students.
- *Wall Street Journal/Times Higher Education's 2019 College Rankings*. TU scored highly in several areas such as outcomes (graduation rate, graduate salaries, reputation, and loan default rate), student engagement, student recommendation, student interaction, student diversity, and faculty diversity.
- *Washington Monthly* ranked TU 47<sup>th</sup> in the National Universities–Masters category. Rankings reflect which schools are contributing to the public good.
- *Forbes*. TU was included in Best Value Colleges.
- *Money*. TU was ranked among the Best Colleges for Your Money.

## **Required Response to Commission Assessment**

### **Commission Assessment**

Commissioners expressed concern about persistent statewide gaps in college success and completion comparing African-American students with their peers. Commissioners seek insight to understand better contributing factors and institutional responses to these persistent gaps.

TU reported a second-year retention rate for African-American students (90%) that exceeded that of its total student population (88%). TU also reported its recent six-year graduation rate for



African-American students (69%) lagged the rate for the total student population (74%). This gap has ranged 4%-7% in past years.

Describe factors that affect both these trends: success in retaining African-American students at rates comparable to all students and challenges faced in sustaining enrolled students' progress to graduation. What strategies are in place to maintain success and address graduation gaps?

### **Required Response**

TU's Closing the Achievement Gap Committee identified several factors associated with lower graduation rates for African-American students, including:

- insufficient financial resources result in students working, reducing study time and campus connections, and leading to "stop out" periods and difficulty returning and graduating.
- poor advising may lead to extended semesters of study and additional costs.
- insufficient inclusiveness, welcoming, and/or support may lead students to drop classes, resulting in extended semesters of study and additional costs.

TU has programs addressing retention and graduation rate gaps including:

#### Students Achieve Goals through Education (SAGE) Peer Mentoring Program.

Entering freshmen are invited to participate in a voluntary peer mentoring program. The 2017-2018 SAGE cohort was 430 students, 277 (64%) of whom were African-American. Seventy upper class student mentors, trained and supported by Student Success Programs staff, hold weekly gathering focused on academic success strategies, multicultural awareness, personal development, and career development.

#### SAGE Residential Learning Community.

Forty-six first-generation students and 10 SAGE peer mentors live in this community. They annually participate in a 5-day pre-orientation experience focusing on academic persistence, gaining knowledge of campus academic resources and campus support networks, community building, and expanding multicultural knowledge.

#### Community Enrichment and Enhancement Partnership (CEEP) Award.

CEEP supported 115 students (75 African-American students) during 2017-2018, and focused on academic persistence, campus engagement, community service, leadership development, multicultural knowledge, faculty relationship development, post college employment preparation, graduate study preparation, and internship experience.

#### African-American Student Development (AASD) Program.

AASD supports, promotes, and enhances the academic, social, and personal development of students of African descent and heritage within a welcoming and nurturing environment.

#### University Sponsored Student Organizations.

Over 350 recognized student organizations allow students to make campus wide connections.

Over 25 recognized African-American/Black/African Diasporic organizations create social connections, leadership development, engagement, and peer-to-peer support opportunities.

#### Leadership & Professional Development.

The Black Student Leadership Conference builds resiliency and empowers student leaders. Presentations and workshops prepare students for graduation and professional life.

#### Ujima Black Student Solidarity.

Ujima brings together student leaders from Black identity student organizations to strategically organize ways to uplift, empower, and educate the Black/African Diasporic community.

## MISSION

Towson University (TU), as the State's comprehensive Metropolitan University, offers a broad range of undergraduate and graduate programs in the liberal arts, sciences, arts and applied professional fields that are nationally recognized for quality and value. Towson emphasizes excellence in teaching, scholarship, research and community engagement responsive to the needs of the region and the State. In addition to educating students in the specialized knowledge of defined fields, Towson's academic programs develop students' capacities for effective communication, critical analysis, and flexible thought, and they cultivate an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership. Towson's core values reflect high standards of integrity, collaboration, and service, contributing to the sustainability and enrichment of the culture, society, economy, and environment of the State of Maryland and beyond.

## VISION

With nearly 23,000 students, Towson University, a regionally and nationally ranked large comprehensive university, will continue to foster intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at both the undergraduate and graduate levels. Our graduates will leave Towson University with the vision, creativity and adaptability to craft innovative, evidence-based solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Create and maintain a well-educated work force.

**Obj. 1.1** Increase the estimated number of TU graduates employed in Maryland to 3,400 or above by survey year 2017.

**Obj. 1.2** Increase the number of TU students receiving degrees or certificates in teacher training programs to 725 by fiscal year 2019.

**Obj. 1.3** Increase the number of TU students receiving degrees or certificates in STEM (science, technology, engineering, mathematics) programs to 918 by fiscal year 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Total enrollment	22,499	22,285	22,284	22,343	22,705	22,923	22,864
Total degree recipients	5,425	5,544	5,432	5,584	5,543	5,580	5,600
Employment rate of graduates (triennial survey)		N/A			N/A		
Estimated number of graduates employed in Maryland (triennial survey)		N/A			N/A		
Number of students in teacher training programs	1,866	1,760	1,479	1,382	1,228	1,189	1,128
Number of students receiving degrees or certificates in teacher training programs	709	611	600	620	537	574	621
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	98%	99%	98%	98%	97%	98%	98%
Number of undergraduate students enrolled in STEM programs	3,051	3,121	3,320	3,530	3,771	3,995	4,200
Number of graduate students enrolled in STEM programs	794	750	655	811	805	786	775
Number of students graduating from STEM programs	864	933	861	934	926	950	975

**Obj. 1.4** Increase and maintain the estimated number of degrees awarded in nursing to 230 by fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of qualified applicants who applied to nursing programs	271	311	334	461	450	373	440
Number accepted into nursing programs	172	187	213	325	276	270	260
Number of undergraduates enrolled in nursing programs	438	509	575	730	789	779	750
Number of graduate students enrolled in nursing programs	83	65	57	43	32	19	30
Number of students graduating from nursing programs	215	225	262	291	288	300	335
Percent of nursing program graduates passing the licensing examination	84%	89%	83%	87%	TBA	84%	84%

**Goal 2. Promote economic development.**

**Obj. 2.1** Increase and maintain the ratio of median TU graduates' salary to the median annual salary of civilian work force with a bachelor's degree to 80.0 percent or above by survey year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Median salary of TU graduates employed full-time (triennial survey)	\$39,999	N/A	N/A	\$42,539	N/A	N/A	\$45,250
Ratio of median salary of TU graduates to civilian work force with bachelor's degree (triennial survey)	78.8%	N/A	N/A	80.6%	N/A	N/A	80.0%

**Goal 3. Increase access for and success of minority, disadvantaged and veteran students.**

**Obj. 3.1** Increase and maintain the percent of minority undergraduate students to 33 percent or above by fiscal year 2019.

**Obj. 3.2** Increase and maintain the percent of African-American undergraduate students to 18 percent or above by fiscal year 2019.

**Obj. 3.3** Increase and maintain the ethnic minority undergraduate second-year retention rate to 85 percent or above by fiscal year 2019.

**Obj. 3.4** Increase and maintain the African-American undergraduate second-year retention rate to 85 percent or above through fiscal year 2019.

**Obj. 3.5** Increase and maintain the ethnic minority undergraduate graduation rate to 72 percent or above by fiscal year 2019.

**Obj. 3.6** Increase and maintain the African-American undergraduate graduation rate to 72 percent or above by fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percent of minority undergraduate students enrolled	28.9%	31.3%	33.9%	36.7%	39.5%	42.7%	45.0%
Percent of African-American undergraduate students enrolled	15.2%	16.1%	17.6%	19.0%	20.8%	22.8%	24.0%
Second-year retention rate of minority students at TU (or another public university in Maryland)	90.9%	89.3%	89.4%	88.2%	90.0%	90.0%	90.0%
Second-year retention rate of African-American students at TU (or another public university in Maryland)	92.0%	90.1%	93.8%	89.7%	90.8%	91.0%	91.0%
Six-year graduation rate of minority students from TU (or another public university in Maryland)	66.0%	68.5%	72.9%	72.3%	75.8%	75.0%	75.0%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	63.8%	67.6%	69.6%	69.0%	76.4%	78.0%	76.0%

**Obj. 3.7** Increase the number of enrolled first-generation undergraduate students to 3,400 or above by fiscal year 2019.

**Obj. 3.8** Increase the number of enrolled low-income undergraduate students to 3,150 or above by fiscal year 2019.

**Obj. 3.9** Increase the number of enrolled veterans and service members.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
First-generation undergraduate students enrolled	3,427	3,332	3,332	3,183	3,282	3,344	3,350
#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Low-income undergraduate students enrolled	2,932	2,991	3,120	3,205	3,576	3,681	3,700
Six-year graduation rate from TU of low-income students	50.0%	63.6%	62.8%	61.9%	63.9%	67.4%	66.0%
Number of incoming undergraduate veterans and service members	77	90	77	91	103	84	90
Second year retention rate at TU of veterans and service members	69.8%	81.1%	80.5%	78.0%	75.7%	80.0%	80.0%

**Goal 4. Achieve and sustain national eminence in providing quality education, research and public service.**

**Obj. 4.1** Maintain the second-year retention rate of TU undergraduates at or above 87 percent through fiscal year 2019.

**Obj. 4.2** Maintain the six-year graduation rate of TU undergraduates at or above 72 percent through fiscal year 2019.

**Obj. 4.3** Maintain the level of student satisfaction with education received for employment at or above 90 percent through Survey Year 2019.

**Obj. 4.4** Maintain the level of student satisfaction with education received for graduate/professional school at or above 98 percent through Survey Year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Second-year retention rate of students at TU (or another public university in Maryland)	88.1%	87.5%	87.4%	87.3%	86.8%	87.0%	87.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	68.7%	71.4%	74.8%	74.2%	75.9%	76.0%	75.0%
Percent of students satisfied with education received for employment (triennial survey)		N/A			N/A		
Percent of students satisfied with education received for graduate/professional school (triennial survey)		N/A			N/A		

**Goal 5. Maximize the efficient and effective use of State resources.**

**Obj. 5.1** Maintain and increase expenditures on facility renewal to two percent by fiscal year 2019.

**Obj. 5.2** Increase the number of full-time equivalent students enrolled in TU courses delivered off campus or through distance education to 1,475 or above by fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percent of replacement cost expended in facility renewal and renovation	5.00%	3.56%	2.69%	2.65%	2.10%	2.07%	2.01%
Full-time equivalent students enrolled in distance education and off campus courses	1,405	1,388	1,568	1,542	1,641	1,830	1,900

# **UNIVERSITY OF BALTIMORE**

## **MISSION**

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

This new mission and strategic plan is the result of an 18-month process undertaken by the Strategic Planning and Budgeting Committee, a committee comprised of a cross-section of the institution with representation from the University Faculty Senate, the University Staff Senate and the Student Government Association. The committee solicited feedback via a confidential website and shared multiple drafts of the mission, vision and values at University-wide town hall events and governance meetings; it was approved in January 2018.

## **STRATEGIC PLAN**

The new strategic plan supports our mission to become the regional leader in educating students who seek undergraduate, graduate and professional programs that advance careers, provide opportunities in applied research and experiential learning, and prepare people to be leaders in their chosen fields and communities. Six strategic priorities provide direction and an invitation to the community to create an ambitious future together as UB approaches its centennial in 2025. Critical to the effective implementation of our plan is setting appropriate targets and assessing our strategy. The University of Baltimore has a strong intuitional assessment approach that supports university wide initiatives. Our goals which are aligned with both the states and USM plans are:

Goal 1: Position UB as the region's premier professional, career-focused university.

Goal 2: Strengthen student success.

Goal 3: Solidify UB's commitment to community engagement and service.

Goal 4: Organize for long-term financial stability.

Goal 5: Achieve excellence in research, scholarship and creative activity.

Goal 6: Strengthen UB's commitment to diversity, equity and inclusion.

## **INSTITUTIONAL ASSESSMENT**

Using our new Strategic Plan as a guide, UB continues to strengthen how we evaluate and improve institutional activities, planning, resource allocation and student learning. UB continues to assess the impact of all that we do, is restructuring and aligning its resources to achieve greater efficiency and effectiveness, and revises its strategies as appropriate. Consequently, in 2018 the Office of the Provost, in close alignment with the Office of Administration and Finance, expanded its institutional effectiveness efforts by bringing together disparate functions into one unit. Responsibilities include strategic planning; assisting academic and nonacademic units in the assessment of student learning and unit effectiveness; coordinating and monitoring compliance

activities for program, unit and institutional accreditations; meeting all mandatory and expected data reporting requirements of governmental, nongovernmental and commercial organizations; and providing data and analytics for decision-making and action-planning. In addition, UB has reorganized its Student Affairs function to include a more targeted focus on student success. The new unit is now the Division of Student Success and Support Services, which includes a dedicated data analysis unit. The Office of Institutional Research, working in tandem with the Student Support Data Analytics unit, provides relevant metrics to guide the work of intuitional assessment. Together these unit provides data to guide the strategic direction and impact of student success initiatives and results.

### UB Strategic Plan Aligned with Key Aspects of the State Plan

UB’s mission and new strategic plan is aligned with the 2017-2021 State Plan for Postsecondary Education. Key initiatives are summarized below. Specifically, Goals 2, 4 and 5 of UB’s Strategic Plan align with the Maryland State Plan. After one year of implementation of several new initiatives, FTFT (first-time full-time students) retention has increased 9% in one year from 68% in 2016 to 77% in 2017.

<b>State Plan</b>	<b>UB Strategic Plan (SP) – Initiatives Aligned with State Plan</b>
<p><b>Access:</b> Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.</p>	<p><b>Goal 2:</b> Enhance affordability and student financial literacy.  <b>Goal 2:</b> Evaluate the tuition structure for all programs to ensure market competitiveness.  <b>Goal 2:</b> Increase need-based financial aid.  <b>Goal 2:</b> Revise financial aid processes to ensure clarity, consistency and ease for students.  <b>Goal 2:</b> Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and on the institution.  <b>Goal 3:</b> Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments, community college pipelines).</p>
<p><b>Success:</b> Promote and implement practices and policies that will ensure student success.</p>	<p><b>Goal 2:</b> Increase degree completion rates and shorten time to degree.  <b>Goal 2:</b> Mine academic performance data to identify and support student success.  <b>Goal 2:</b> Close the gap in educational achievement among all undergraduates.  <b>Goal 2:</b> Maximize flexible course delivery, enhance winter and summer offerings, and develop multi semester course schedules.  <b>Goal 2:</b> Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual enrollment and military credit; create a campus wide structure and institute policies and procedures for awarding Prior Learning credit.  <b>Goal 2:</b> Develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion.  <b>Goal 2:</b> Develop a University-wide initiative to assist students in making prudent financial decisions.</p>

<p><b>Innovation:</b> Foster innovation in all aspects of Maryland higher education to improve access and student success.</p>	<p><b>Goal 2:</b> Strengthen excellence in teaching and learning.  <b>Goal 2:</b> Grow student participation in high-impact practices.  <b>Goal 4:</b> Reorganize academic structures to better support academic excellence and student success.  <b>Goal 5:</b> Expand RSCA partnerships and sponsored research with industry, government and community organizations and other academic institutions.</p>
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### Supporting Access

We continue to revise financial aid processes to ensure clarity, consistency and ease for students and to enhance the strategic use of funds for improving student outcomes and reducing negative financial impacts on students and on the institution. The Office of Financial Aid has been transferred from the enrollment division to the Division of Administration and Finance to better align this function with the Bursar thus creating a one-stop shop under the Division of Financial Planning and Operations for students’ financial concerns.

Financial reasons continue to be why a high percentage of our students stop-out or leave UB. In Fall 2017 and Spring 2018 UB saw a greater number of students in financial difficulty than in previous years. This resulted in an increase in the number of students on financial hold and ineligible to re-enroll; a record number of students were sent to collections. University-wide initiatives to promote financial literacy and assist students in making prudent financial decisions are under way.

A strategic priority moving forward is to identify ways to secure additional need-based financial aid and to revise the processes and advising for students prior to financial difficulty. A new scholarship strategy is under development to award stronger achieving student aid. UB is revising its institutional scholarship model to support recruitment efforts to enroll a stronger freshmen class for Fall 2019. This strategy will support more first-time, full-time freshmen with a higher academic caliber (3.0 GPA or higher). Financial aid will shift away from students with GPAs under 3.0, with a few possible exceptions for students with high SAT’s but GPAs under 3.0.

In addition, UB has been reviewing program structures and courses, streamlining program offerings, developing optimal course sequencing, and assessing the number of credits needed for degrees to ensure both rigor and student success.

The USM B-Power effort — short for Baltimore Power — is an initiative to work with Baltimore City-serving organizations to increase education and career opportunities for the city’s students. In its commitment to this goal, the USM Chancellor’s Office invested \$233,000 in the University of Baltimore’s (UB) Early College Initiatives for fiscal years 2017 through 2018. UB used this investment to grow its college readiness and dual enrollment programs for Baltimore City Public Schools students, form new partnerships with non-profits to support students, and fund a full-time Academic Program Specialist to enable operation at a larger scale. As a result, dual enrollment headcount at UB has grown twentyfold since 2016, and partner high schools and community-based partners have increased tenfold. Growth has included the participation of



middle school students in the College Readiness Academy for the first time as well. As a result of this growth, we are now at the cusp of reaching nearly every eligible public high school in Baltimore with B-Power dual enrollment.

The program continues to grow. In the 2017-18 Academic Year UB partnered with 13 high schools, 3 middle schools and 228 students were in 3-credit dual enrollment. Presently, for the 2018-19 Academic Year we are partnering with 18 partner high schools, 7 middle schools and 340 students are in 3-credit dual enrollment. For our dual enrollment students who were in Baltimore City Public Schools' high school graduating class of 2017, 65% were enrolled in college in Fall 2017 (compared to 43% of all BCPS grads in 2017).

### **Supporting Student Success:**

Freshmen: A new more focused first-year program is being implemented with a focus around meta-majors -- structured, professional pathways to help students stay on track, even if they choose a different major within a path. We continue to develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion, enhances career and related support services, and monitors students progression in terms of students' credits earned versus credits attempted. In fact, for the first time since tracking, there was an increase in freshmen student credits attempted versus credits earned rate, positioning first-time full-time students to have a high second-year return rate. This activity is paying dividends: FTFT (first time full time students) retention has increased 9% in one year from 68% in 2016 to 77% in 2017.

DFW Courses: UB has addressed the DFW rate in highly enrolled courses. Deans now routinely receive information about high DFW courses in their colleges and develop retention plans and initiatives accordingly. One example is a summer workgroup where faculty used data to identify key factors that influenced student success in their courses. Revisions were made and we are currently assessing the impact of these changes. Particular emphasis has been placed on foundational math in terms of appropriate placement, math pedagogy and the establishment of a summer "boot camp" for admitted students who need support in math. UB participated in a First in the World grant to redesign foundational math. Post redesign pass rates increased by 11%.

Advising and Student Outreach: Milestone advising has also been initiated. Historically, UB provided mandatory advising only for freshmen and transfer students in their first semester and to students with academic difficulties. Utilizing best practices, in fall 2017 UB initiated mandatory milestone advising at 45, 60, and 90 credit completion. Milestone advising is now anchored by three specific touch points and aligned with personal, professional and academic goals.

UB is one of nearly 500 universities participating in the Education Advisory Board's Student Success Collaborative (EAB SSC), which enables us to use the SSC, a tool that combines technology, research, process improvement, and predictive analytics to help institutions positively impact outcomes for at-risk students. The UB advising team launched five student communication campaigns through EAB to help our students stay on track.

Academic Tutoring: Spring 2018 saw the creation of a new drop-in math tutoring center in the library to support students needing assistance in developmental and general education math and statistics. Previously, tutoring was provided only to students in developmental math. The expansion of the new center was a response to increased demand for strong and widely available math support. Peer tutors are trained and certified to provide support for math and also support upper-division courses using quantitative literacy skills that are traditionally challenging.

A new focus on peer-based embedded support programs provides scalable academic support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support directly to individual sections of challenging courses. Embedded programs include:

- Supplemental Instruction for challenging courses, like statistics and accounting
- Coaching in the First-Year Seminar
- Writing Fellows in writing-intensive courses (see below)

For the first time, Writing Fellows are embedded in undergraduate courses in the College of Arts and Sciences and the Merrick School of Business. Early focused writing support improves outcomes immediately and reduces writing-related barriers to graduation in future semesters. Concurrently, a new partnership between the Writing Center and Writing Faculty provides multiple avenues of in-class writing support to students in quasi-developmental WRIT 200. The goal of this partnership is to improve student success and matriculation into WRIT 300.

Early Alert: UB expanded Early Alert support to 200-level General Education courses. Early Alert has been in place for 100-level courses and learning communities for some time. Faculty use the Early Alert platform to report attendance until midterm grades are posted. Platform alerts the advising team that a student is experiencing potential problems such as excessive absences, late or missed assignments, poor performance on assignments, or other difficulties.

Bar Passage Rate: The focus on student success continues to be a priority for UB's School of Law. A new course, Essential Skills for the Bar Exam, was launched. In 2017, bar passage rate increased by 1% from the previous year and has maintained that gain for 2018.

Admission Standards: Key to increasing graduation rates is admitting students with reasonable chances for success. After reviewing student entering characteristics and graduation rates, recommendations were made to increase SAT scores, which are moderately predictive of student success. Additional recommendations include more careful monitoring of SAT scores to reduce the interquartile variance (UB has the highest interquartile range in USM). We believe these recommendations will result in less student attrition.

An additional goal under this strategy is to close the gap in educational achievement among all undergraduates. The six-year graduation rate for African-American students has dropped by more than 5% from 2017 to 2018. Given UB's small number of first-time freshmen, large changes can be a result of a small number of students. However, when examining the entering characteristics of this class, they had the lowest average high school GPA (2.79) in ten years. Additional details are provided in the response to institution specific question of this report.

## Supporting Innovation

We have revitalized the Center for Excellence in Learning, Teaching and Technology (CELTT) by developing a new structure that includes a Director of Online Learning, and a more intentional focus of using our own expert faculty to lead initiatives. With support from CELTT, the Library led a faculty cohort to redesign the curriculum incorporating Open Education Resources – free online textbooks. Studies indicate that free or low-cost textbooks allow some students to take an extra class every couple of semesters and there by shorten time to completion. One of the classes in the cohort is WRIT 300, which is a university-wide required course

Finally, in order to flourish, UB must be financially secure. UB is maximizing our institutional capabilities, building efficiencies, strategizing ways to grow revenue and increase the University's endowment. We have expanded our Research Scholarship and Creative Activity (RSCA) partnerships and sponsored research with industry, government and community organizations and other academic institutions. UB's entrepreneurial revenue increased from \$220,634 in 2017 to \$269.273 in 2018, while the number of federal awards increased from 6 to 8 and the percentage of research dollars from federal sources increased by 33.7% in the same time frame.

UB continues to evaluate opportunities to improve efficiencies and support student achievement. We have implemented a shared services model for business practices and as previously indicated, reorganized Student Affairs and Financial Aid. We are aligning our first-year academic structures around pathways to provide students with focused early course work and streamlined General Education while providing targeted support for student success.

## Commission Request

*Objective 1.4: Annually maintain the second-year retention rate of all students and African-American students at 70 percent or greater.*

*Objective 1.6: Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking for all undergraduate students and African-American students.*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported trend data showing that its second-year retention rate for African American students has fluctuated over the past five years, sometimes exceeding the rate for all students.

Yet, the University also reported that its most recent [2010] six-year graduation rate for African American students (30.9%) lagged behind the rate for the total student population (36.1%).

This graduation rate gap has fluctuated between 12.6 percentage points (2015) and 5.2 percentage points (2017).

Describe the factors the University has identified that affect both these **trends**: the success in retaining African American students at rates comparable to all students and the challenges faced in sustaining enrolled students' progress to graduation.

What strategies are in place to maintain success and address graduation gaps?

### **University of Baltimore Response**

The University of Baltimore endeavors to give every admitted student an optimal opportunity to be successful in completing a UB degree. In this respect, the University provides services to a full range of students who qualify for additional educational support—including tutoring, collaborative learning, mentors, support groups, etc. Notwithstanding these efforts, our research has shown that for students with multiple academic risk factors (i.e., very low SAT Math and SAT Reading scores, Pell eligibility, or not having at least one parent who has attended college) significant remediation challenges are likely to remain. This is demonstrated in the higher failure rates in remediation coursework, and, consequently, lower retention rates as early as the second year. We acknowledge that these risk factors are more often associated with students in the minority student achievement gap groups.

The University is making progress in assisting students at risk to complete successfully the first year. The ratio of hours attempted to hours completed in the first year is rising sharply. Issues of student finances, however, present a different challenge to ameliorate, and this continues to be a challenge in retention. We have found that even if we can successfully assist the student in continuing to the 2nd year, the 3rd year retention proves challenging and we continue to identify barriers both financial and academic that impede student success.

As a consequence of this trend, the University is moving towards admitting students within its own ability to provide successful triage through academic support services. This will mean some reduction in admissions for some high-risk applicants to the University of Baltimore, but we believe that such an adjustment will provide for better and fairer academic opportunities for all students.

## MISSION

The University of Baltimore (UB) provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, UB offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; establishes a foundation for lifelong learning, personal development, and social responsibility; combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and is an anchor institution, regional steward and integral partner in the culture, commerce, and future development of Baltimore and the region.

## VISION

The University of Baltimore is a leader in the development and dissemination of knowledge in the applied disciplines that form the core of its academic programs. Any qualified Marylander has access to UB's academic programs and services without regard to geographic location, economic means, or other limiting circumstances. UB's students are highly satisfied with their preparation for productive professional lives. The University maintains a lifelong relationship with its graduates and continues to meet their educational needs in a rapidly changing world. Maryland's businesses, governments, and not-for-profit organizations value UB's talents. UB is a major contributor to sustaining mid-town Baltimore as a flourishing urban environment.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. The University of Baltimore will enhance the quality of learning, teaching, and research.

- Obj. 1.1** Through 2017, maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than the 95.4 percent recorded in Survey Year 2008.
- Obj. 1.2** Through 2017, maintain a 75 percent or greater first-time attempt passage rate on the Maryland Bar examination.
- Obj. 1.3** Annually maintain the percentage of students earning credits in at least one learning activity outside the traditional classroom at 42 percent or greater.
- Obj. 1.4** Annually maintain the second-year retention rate of all students and African-American students at 70 percent or greater.
- Obj. 1.5** Increase the percentage of students satisfied with educational preparation for employment to 88 percent, and maintain the percentage of students satisfied with educational preparation for graduate or professional school at 100 percent in survey year 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage of graduates employed one year after graduation (triennial survey)		N/A			N/A		
UB law graduates who pass the Bar exam on first attempt	83.0%	80.0%	66.0%	67.0%	67.0%	70.0%	75.0%
Students earning credits outside of traditional classroom	44.0%	45.0%	49.0%	52.7%	55.6%	53.0%	55.0%
Second-year retention rate at UB (or another public university in Maryland): All students	67.4%	78.8%	70.8%	72.3%	68.1%	74.0%	78.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	70.7%	81.9%	73.4%	70.0%	66.7%	72.0%	76.0%
Student satisfaction with education received for employment (triennial survey)		N/A			N/A		
Student satisfaction with education received for graduate or professional school (triennial survey)		N/A			N/A		

**Obj. 1.6** Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking for all undergraduate students and African-American students.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Six-year graduation rate from UB (or another public university in Maryland): All students	37.0%	42.9%	32.2%	36.1%	32.9%	37.0%	40.0%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	31.0%	30.3%	26.9%	30.9%	25.3%	42.0%	47.0%

**Goal 2. The University of Baltimore will increase student enrollment in response to State and regional demand.**

**Obj. 2.1** By fiscal year 2017, maintain the current number of minority students at 650 or higher, including 500 African Americans graduates. Maintain the percentage of African-American undergraduates at approximately 50 percent, and maintain the percentage of economically disadvantaged students at 50 percent or greater in fall 2016 and forward.

**Obj. 2.2** Through 2017, maintain the percentage of UB STEM (science, technology, engineering, mathematics) graduates employed in Maryland at 91.4 percent or greater.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of minority students, including African Americans, who graduate from UB	635	676	716	789	754	750	725
Percentage of African-American undergraduates	47.1%	47.0%	48.0%	47.1%	45.9%	47.0%	47.0%
Percentage of economically disadvantaged students	69.7%	78.0%	66.4%	49.0%	87.9%	75.0%	75.0%
Percentage of STEM graduates employed in Maryland (triennial survey)		N/A			N/A		

**Goal 3. The University of Baltimore meets community, businesses, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland.**

**Obj. 3.1** Increase UB's entrepreneurial revenues by 5 percent a year or greater through 2017 (from \$174,427 in 2009) and increase the percentage of research dollars coming from federal sources to 10 percent or greater by 2017.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Entrepreneurial revenues per year	\$307,076	\$201,682	\$194,192	\$220,634	\$269,273	\$287,000	\$213,035
Number of federal awards	4	4	4	6	8	10	10
Percentage of research dollars from federal sources	4.0%	4.0%	4.4%	14.0%	47.7%	50.0%	50.0%

# **UNIVERSITY OF MARYLAND, BALTIMORE**

## **MISSION**

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

## **INSTITUTIONAL ASSESSMENT**

### **A NOTE ON THE 2018 SUBMISSION:**

With the appointment of Jay A. Perman, MD as President effective July 1, 2010 the University of Maryland, Baltimore (UMB) embarked on a reexamination of mission and vision, the scope of which was as yet unparalleled this current century. A key component of this process was the development of a new Strategic Plan that provided the touchstone for re-examining institutional identity and capabilities. Implementation of this first five year Strategic Plan concluded in 2016, but not before the launch of a new strategic planning process where many key metrics, supporting tactics and objectives were formulated to be consistent with those currently embodied in the Performance Accountability process. The development of additional performance goals also occurred, congruent with those identified for Dr. Perman by Chancellor Caret, in time for the on-cycle recalibration of the Performance Accountability/ Managing for Results process in 2015. As a result, the objectives in the 2018 submission reflect fiscal year 2019 targets, generally in comparison to fiscal year 2014 benchmarks, and provide a meaningful standard by which to assess UMB's performance.

### **INSTITUTIONAL IDENTITY:**

The University of Maryland, Baltimore (UMB) is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. UMB is largely funded by entrepreneurial activity, particularly sponsored research and patient care. Because of its mission and funding sources UMB faces unique challenges and opportunities, especially due to the foreseen slowdown in federal research funding. Simply stated, the University of Maryland, Baltimore's mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

### **MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION:**

Each goal and related objective(s) within the University of Maryland, Baltimore Managing for Results plan addresses one or more of the strategies articulated in the 2017 - 2021 Maryland State Plan for Postsecondary Education. The linkages between the eleven State Plan strategies and the University of Maryland, Baltimore's MFR objectives are identified in the Institutional Assessment.

## **SIGNIFICANT TRENDS:**

Students and Employees: UMB represents ‘highest education’ in Maryland. All of the state’s baccalaureate institutions, public and private, serve as feeder schools. As might be expected given the nature of the institution, UMB students across all of the schools and disciplines are at the very top of their respective fields of undergraduate study. Students also remain through graduation (UMB’s graduation rate is the highest in Maryland) and go on to prestigious employment, residencies or post-doctoral fellowships.

Enrollment in fall 2018 was 6,777, an increase of 74 or 1.1% compared to the previous year’s 6,703. Increases in graduate certificate, pharmacy, day law, and professional nursing program enrollments were partially offset by lower enrollments in undergraduate medical and research technology, graduate law and nursing, evening law, and professional pharmacy programs. Graduate and professional students account for 87% of campus enrollment. The enrollment of African – American students is 17.6% of the student body. There were 7,360 employees in fall 2017 of whom 758 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 2%.

Revenues: Total campus revenues increased from \$375.8 million in fiscal year 1997 to \$1,196.5 million in fiscal year 2019, an average of 5.6% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same time frame was only 3.5%. As a result, these state appropriations represent 18.7% of overall revenues for fiscal year 2019. Based on the fiscal year 2018 appropriation, UMB was funded at approximately 74% of its funding guidelines, above the USM average of 70%.

Resident tuition and fees increased 6.4% or less for fiscal year 2019, and overall tuition and fee revenues continue to constitute only 11.6% of the total budget. Contract, grant and clinical revenues account for 65.4% of the UMB budget. Although the campus has been very aggressive and successful in its ability to attract additional grants and contracts, revenues from grants and contracts and tuition and fees will not be enough to address the campus’ fiscal imperatives. UMB has a relatively small student body and cannot meet fiscal obligations through increased tuition revenue. Meeting the obligations using other revenue sources is unsatisfactory because grants and contracts are variable, are restricted in nature, and largely cannot be used to address the basic funding needs of the campus. As mentioned previously, funding guidelines have recognized the underlying funding needs of the campus and provide a clear indication that additional State general fund support is needed for UMB to retain top ranked status as a public research university.



## **INSTITUTIONAL ASSESSMENT:**

**Goal 1 – Enhance UMB’s standing as a major contributor to Maryland’s highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is “open for business” with the business community.**

Objective 1.1 – Through fiscal year 2019 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master’s graduates at a level at least equal to the 2014 level of 1,108. State Plan Strategy 8

The total number of graduates from these combined programs increased by 75 to 1,322 for 2018. Growth in nursing and law graduates was partially offset by declines in the production of medicine and pharmacy graduates. UMB is uniquely positioned to increase graduate enrollment and thus educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. In addition to a continued commitment to providing undergraduate nursing education at the Universities at Shady Grove, UMB now enrolls and educates professional doctoral nursing students at the Montgomery County location.

The American Association of Colleges of Nursing has recommended that all advanced practice nursing programs move to the Doctor of Nursing Practice (DNP) degree. In response, the School of Nursing has converted its advanced practice programs from master’s degrees to DNPs, offering programs for nurse practitioners, clinical nurse specialists, and nurse anesthetists. Enrollment in the DNP programs has grown from 89 in fall 2013 to 570 in fall 2018.

As part of a strategy to meet anticipated nursing workforce needs, the School of Nursing recently signed its tenth dual-admission agreement with a Maryland community college to ensure seamless transitions from associate degree in nursing programs to the school’s bachelor of science in nursing program.

Objective 1.2 – Through fiscal year 2019 increase extramural funding for research, service and training projects from the 2014 base of \$499 million. State Plan Strategy 10

Grant and contract funding reached record levels for fiscal year 2008 and exceeded \$500 million for the first time in fiscal year 2009, propelling the UMB School of Medicine to 6<sup>th</sup> place among public medical schools and 18<sup>th</sup> overall in terms of grants and contracts expenditures according to data compiled by the Association of American Medical Colleges. Grant and contract funding increased substantially again for fiscal year 2010, but declined until 2014 when it recovered slightly. Funding for fiscal year 2014 through fiscal year 2016 was essentially unchanged but jumped to \$554 million for fiscal year 2017 and topped \$667 million for fiscal year 2018.

Without additional modern research space with which to compete with other top research universities, the likelihood of sustaining a pattern of growth is not certain. Most of UMB’s peer institutions and many in the tier just below have recently completed or are busily constructing new research facilities. After years of unsuccessful attempts to secure funding, in 2013 UMB finally commenced building a nearly 429,000 gross square feet Health Sciences Facility III to

accommodate escalating research growth, replace obsolete labs, and facilitate the recruitment and retention of top scientists. The state-of-the art facility opened in the summer of 2018.

In 2018 the Institute of Human Virology (IHV) at the University of Maryland School of Medicine was awarded \$100 million to measure the reach and impact of HIV programs in Nigeria, the largest population-based HIV survey ever conducted in a single country. The work is funded by the U.S. Centers for Disease Control and Prevention through the President's Emergency Plan for AIDS Relief (PEPFAR), in collaboration with the government of Nigeria and the Global Fund to Fight AIDS, Tuberculosis and Malaria, to conduct the Nigeria AIDS Indicator and Impact Survey. IHV will lead the effort to measure the impact of HIV programs on the epidemic in Nigeria. The results of the survey will guide a strategy for Nigeria's HIV prevention and treatment.

Not all awards are of this magnitude. Dr. Bruce Yu, professor at the University of Maryland School of Pharmacy, has been awarded a \$600,000 grant from the National Institute for Innovation in Manufacturing Biopharmaceuticals to develop new analytical technologies for use in the manufacturing of biopharmaceuticals.

In addition to receiving direct awards, UMB has leveraged research opportunities through participation in the MPower Initiative, a partnership with the University of Maryland College Park, that has resulted in an effective joint research proposal infrastructure that streamlines shared proposal development and research administration. Before MPower, joint research proposals were rare, but submitted proposals now total more than 375, with resulting awards of nearly \$100 million in new, joint research funding to UMB and UMCP since fiscal year 2012.

A seed grant partnership between UMB and UMCP, which began in 2008, has produced innovative research across multiple disciplines, involving more than 150 researchers and students working on nearly 65 projects. Recipients of seed grants over the past fiscal year will be researching subjects ranging from transplant rejection to genomics research in the African-American community.

During the past fiscal year UMB and UMCP also announced five new programs as signature projects of MPower. The Maryland Blended Reality Center will capitalize on the growth of virtual and augmented reality and develop innovative new uses, combining the advanced computing, visual capture, and display resources at UMCP with the clinical data, biomedical, and patient care at UMB. The Opioid Use Disorders project will combine UMB and UMCP's expertise in preclinical, clinical, and policy areas to address the opioid epidemic in the State of Maryland and the nation, with the goal to better understand opioid use disorder, develop treatment strategies, and create recommendations for treatment research and education.

The Health Informatics and Data Science partnership will develop a health informatics specialization with the Bachelor of Science in Information Science degree at UMCP, and will explore other degrees and pathways between existing programs to educate the next generation of health informatics professionals. The Center of Excellence in Cochlear Implants will combine the strengths of both institutions to provide educational training, clinical services, and basic and translational biomedical research on cochlear implants, and usher in an era of personalized

hearing rehabilitation. Rounding out this group, the Policing Partnership program will create a collaborative, intercampus effort to address and aim to improve relationships between local police departments and community residents, and expand research, business development, and educational opportunities in the field.

Objective 1.3 – Through fiscal year 2019 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses / options, disclosures received, and new patent applications filed above 2014 levels. State Plan Strategies 8, 10

The performance indicators supporting this objective are taken from UMB's responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued and new patent applications filed for fiscal year 2018 increased above previously reported activity.

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

In 2018, the medical device startup company CoapTech, founded under the guidance of UM Ventures, received investor capital to support clinical testing, bringing its feeding tube placement technology closer to Food and Drug Administration approval. UMB licensed exclusive rights to CoapTech in 2016 for the commercial development of a platform technology called Coaptive Ultrasound.

This year the University of Maryland Francis King Carey School of Law Intellectual Property and Entrepreneurship Clinic (IPEC) announced a partnership with five prominent law firms that will foster experiential learning opportunities for future intellectual property and corporate lawyers as well as help drive economic growth in the region. Supplemented with funding from UM Ventures, Maryland Carey law students will provide intellectual property and business law assistance to emerging companies and small businesses in both the College Park and Baltimore areas. In Baltimore, IPEC offers services out of the Graduate Research Innovation District (the GRID) in the newly renovated Lion Brothers building. Research indicates there is a critical gap between when a startup company needs legal advice about forming a business and protecting its intellectual property and when it obtains sufficient funding to be able to afford that advice. As the State of Maryland expands its efforts to encourage startups and emerging businesses, IPEC will play an important role in assisting with the formation and development of new businesses, as well as the protection of their intellectual property assets.

Objective 1.4 – Through fiscal year 2019 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2015 level of 15. State Plan Strategy 9

Data for this indicator are taken from the report, *The Top American Research Universities*, prepared by the Lombardi Program on Measuring University Performance. At 12, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2018 is slightly below the level reported for 2014.

As an example of a prestigious award received by UMB faculty, the International Association for Dental Research (IADR) honored Dr. Huakun Xu, professor at the University of Maryland School of Dentistry, as the recipient of the 2018 Isaac Schour Memorial Award for developing the first generation of injectable, in-situ setting, load-bearing, and resorbable scaffolds for stem cell encapsulation and bone tissue engineering.

**Goal 2 - Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.**

Objective 2.1 – Through fiscal year 2019 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. State Plan Strategies 4, 5, 6

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, and most programs experienced an increase in the rate of graduation for 2018.

Objective 2.2 – Through fiscal year 2019 maintain a first time licensure exam pass rate for each principal professional program of at least 95 percent. State Plan Strategy 7

The licensure exam pass rate for first time test takers ranges between 79% and 100% for 2018. The definition and prior year data for the exam pass rate of physical therapy graduates were revised last year to reflect a first time pass rate, consistent with the definition for other professional programs.

Objective 2.3 – Through fiscal year 2019 maintain an average debt of graduating students not exceeding the 2014 level. State Plan Strategies 2, 3

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Four programs reported lower average graduating student debt for 2018 compared to the previous year.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

UMB recently proposed creating a Substance Abuse Disorder Internship Program, operated by the University of Maryland School of Social Work, to support an increased number of social work students pursuing careers in this area. Interns would be placed in emergency rooms, clinics, residential treatment centers, and other sites alongside social workers and other clinicians who now provide services to those with addiction. Students would receive a stipend covering tuition, books, and additional training for two years. In return, they would commit to working in a pre-approved substance use treatment program for two years after graduation.

Another new initiative would create a statewide physician assistant (PA) training network. Physician assistants act as primary care providers, along with physicians and nurse practitioners, diagnosing and treating patients and prescribing medication. They may work autonomously or as part of a health care team. UMB operates a PA training program in partnership with Anne Arundel Community College.

Objective 2.4 – Through fiscal year 2019 increase the enrollment of students educated entirely online compared to 2014 levels. State Plan Strategy 9

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued increases in this indicator. In 2018 almost 16 percent of students were educated entirely online during the fall semester.

Objective 2.5 – Through fiscal year 2019 maintain high rates of graduate employment and educational satisfaction compared to 2014. State Plan Strategies 7, 8

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as requested by the Maryland Higher Education Commission. Survey results for 2017 indicate a high employment rate (99%) and a high satisfaction level with education (91%). The survey will next be conducted in 2020.

**Goal 3 – Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the state.**

Objective 3.1 – Through fiscal year 2019 increase enrollments in joint professional programs and programs at regional education centers compared to 2014 levels. State Plan Strategies 4, 6

The University of Maryland, Baltimore continues to increase enrollment at The Universities at Shady Grove. An RN to BSN program was added to complement the traditional BSN nursing program and the full first year of the Master of Social Work program was offered there as of fall 2015. In fall 2017 no courses for the RN to BSN program were offered at Laurel College Center due to an increasing preference for online instruction by busy, working professionals. Two

hybrid courses were offered in fall 2018 at this location to ascertain if demand would support a more modest instructional offering. Due to a projection of decreased demand for new pharmacists and competition from newly established schools of pharmacy, the pharmacy program at the Universities of Shady Grove did not admit new students for fall 2018.

The University of Maryland School of Nursing recently received funding through the Maryland Health Services Cost Review Commission to establish the Maryland Nursing Workforce Center at UMB. Through the project, Dr. Rebecca Wiseman will ensure the State of Maryland is meeting the recommendation of the Institute of Medicine's 2010 Future of Nursing report, calling for improving collection methods of workforce data. To plan for future workforce needs and to measure the success of programs and initiatives related to the report's recommendations, an accurate and comprehensive data set is essential. The Maryland Nursing Workforce Center will be responsible for compiling and reporting this data. Maryland is one of four states anticipated to experience a shortage of 10,000 or more registered nurses by 2025.

**Goal 4 – Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.**

Objective 4.1 – Through fiscal year 2019, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2014. State Plan Strategy 8

In July 2015 the University System of Maryland Chancellor affirmed the system's participation in Governor Larry Hogan's Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. UMB has identified several coordinated service projects to which employees may contribute their time, but eligible employees are free to volunteer with any accredited nonprofit organization in Maryland. Data are not yet available for this new initiative.

Over the past several years, UMB has pursued the Carnegie Foundation for the Advancement of Teaching's designation for Community Engagement, which would entail the expansion of data collection mechanisms beyond the reliance on advisory groups or one-time community events to demonstrate collaboration between UMB and the larger community for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

In 2018, the U.S. Department of Education awarded Promise Heights, an initiative led by the University of Maryland School of Social Work, a five-year, \$30 million grant to continue its effort to improve the lives of children and families in the West Baltimore neighborhood of Upton/Druid Heights. The implementation grant enables Promise Heights to continue its comprehensive plan for combating poverty and increasing academic achievement in the local community.

Another UMB initiative can involve any university employee who chooses to participate, by offering incentives to purchase a home in one of seven nearby West Baltimore neighborhoods

under an improved Live Near Your Work program. The incentive, along with a matching grant from the City of Baltimore, is expected to help revitalize these communities that are neighbors to UMB.

Objective 4.2 – Through fiscal year 2019, increase the number of days that faculty spend in public service with Maryland’s governments, businesses, schools, and communities compared to the level reported for 2014. State Plan Strategies 8, 9, 10

Previously experienced declines in the number of days in public service per full-time faculty member beginning in fiscal year 2006 coincided with the precipitous drop in contract and grant revenues also experienced in that year, resulting in part from flat or declining National Institutes of Health funding and other constraints on the federal budget. These lower levels of public service were therefore a manifestation of the increased expectation that faculty prioritize their activities to obtain research grant funding. However, a core cadre of UMB faculty has pursued, and will continue to pursue, public service as its primary mission, and the recent recovery in State support provided an environment encouraging a rise to 10.1 days per full-time faculty member for fiscal years 2014 and 2015 and an increase to 11.1 days for fiscal year 2016. Reported days declined to 9.6 per faculty member for fiscal year 2017 and fiscal year 2018. It is unclear if this is an unintended result of the recent success in research grant funding.

**Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.**

Objective 5.1 – By fiscal year 2019 attain annual campaign goal of \$102 million a year. State Plan Strategy 10

Objective 5.2 – By fiscal year 2019 increase or maintain combined university endowments from all sources at a level at least equal to the 2014 level. State Plan Strategy 10

Annual campaign giving to the University of Maryland, Baltimore increased from \$80.0 million in fiscal year 2009 to \$114.3 million for fiscal year 2013, substantially exceeding projections. However, for fiscal year 2014 campaign giving diminished significantly and fiscal year 2015 totals rose modestly to \$76.7 million. A significant drop in annual campaign attainment for fiscal year 2016 coincided with a change in development leadership. Annual giving for fiscal year 2017 recovered somewhat, and more than \$100 million was secured during fiscal year 2018.

In October 2018 UMB launched a \$750 million Catalyst campaign, the largest in UMB’s 211 year history. Campaign priorities include student scholarships, faculty excellence, research, clinical programs, and community engagement. A \$10 million gift from Bill and Joanne Conway, through their Bedford Falls Foundation, will enable the University of Maryland School of Nursing to provide scholarships to nearly 350 students pursuing undergraduate and graduate degrees and aid in addressing Maryland’s nursing workforce needs. The Conway scholarship covers in-state tuition and fees. Post-baccalaureate recipients must also commit to serving as a clinical preceptor, teaching as a clinical instructor, or securing a full-time faculty position with three years of graduation.

A \$20 million gift from one of the University of Maryland School of Medicine's longtime board members and benefactors, Dr. Robert E. Fischell will be used to establish a center for biomedical innovation at the school and provide funding for the newly opened health sciences facility.

The combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment increased from \$190.1 million in fiscal year 2009 to \$291.2 million in fiscal year 2013. Endowment growth in fiscal year 2014 was robust and the value of the endowments rose nearly \$50 million or 17%. Since then, UMB sustained three years on a solid footing, and realized a 16% gain for fiscal year 2018. Through these times, UMB's endowments have actually fared better than those at many other higher education institutions. Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations. Nonetheless, due to unpredictable economic conditions future investment returns may substantially vary from projections.

**Goal 6 – Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.**

Objective 6.1 – Through fiscal year 2019 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness. State Plan Strategy 8, 9, 10

The annual cost savings as a percent of actual budget has ranged between 1.0% and 5.0% over the period of fiscal year 2014 through fiscal year 2017. Various cost saving strategies implemented include consolidation of administrative support, improvements in central billing and credit card processing, reduced documentation redundancy, better training on business process, policies and systems, and implementation of policies, standards and initiatives for appropriate information technology service delivery and cost management.

Objective 6.2 – Through fiscal year 2019 decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2014. State Plan Strategies 9, 10

Annual operating expenditures per adjusted full-time equivalent student have ranged between \$58,136 and \$66,699 over the five year period. Strategies to decrease costs include increased delivery of programs and courses through non-traditional means such as distance education, more efficient utilization of classroom space, and course redesigns associated with the academic transformation initiative. In the near term, upwards pressure on this indicator will likely be experienced due to reduced enrollments in the law professional program, which is weighted by a factor of four, offset by increased enrollments in undergraduate and professional master's program enrollments, which are not weighted.

Prepared by UMB Office of Institutional Effectiveness, Strategic Planning, and Assessment  
October 10, 2018



## MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

## VISION

The University of Maryland, Baltimore Campus (UMB) will excel as a pre-eminent institution in our missions to educate professionals; conduct research that addresses real-world issues affecting the human condition; provide excellent clinical care and practice; and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and inter-professional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

**Goal 1. Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.**

- Obj. 1.1** Through fiscal year 2019, increase or maintain the number of undergraduate nursing, professional practice doctorate and professional masters' graduates at a level at least equal to the 2014 level of 1,108.
- Obj. 1.2** Through fiscal year 2019, increase extramural funding for research, service, and training projects from the 2014 base of \$499 million.
- Obj. 1.3** Through fiscal year 2019, produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses or options, disclosures received, and new patent applications filed above 2014 levels.
- Obj. 1.4** Through fiscal year 2019, increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2015 level of 15.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Graduates: Undergraduate Nursing (BSN)	287	292	364	378	398	413	413
Professional Practice Doctorate: Dentistry (DDS)	128	127	124	130	132	128	130
Law (JD)	300	269	216	187	203	195	185
Medicine (MD)	165	157	159	161	146	160	164
Nursing (DNP)	12	30	24	49	95	88	118
Pharmacy (PharmD)	153	164	152	157	149	156	154
Physical Therapy (DPT)	54	61	55	56	61	58	59
Prof. Practice Doctorate Total	812	808	730	740	786	785	810
Professional Masters (MS)	6	7	64	129	138	261	271
Grant/contract awards (\$ millions)	499	498	494	554	667	670	675
Cumulative number of active licenses or options	157	174	181	213	233	190	195
Disclosures received	170	139	136	147	143	150	155
New patent applications filed	83	82	91	86	96	90	93
Number of nationally recognized memberships and awards	13	15	15	13	12	15	15

**Goal 2. Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.**

**Obj. 2.1** Through fiscal year 2019, maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program.

**Obj. 2.2** Through fiscal year 2019, maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent.

**Obj. 2.3** Through fiscal year 2019, maintain an average debt of graduating students not exceeding the 2014 level.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Graduation Rate within six years from University of Maryland, Baltimore or (or another public university in Maryland)							
Dentistry (DDS)	97.7%	92.2%	98.5%	96.2%	98.4%	98.4%	98.4%
Law Day (JD)	91.6%	91.9%	91.9%	86.4%	89.0%	90.0%	90.0%
Medicine (MD)	96.3%	92.5%	95.0%	91.3%	95.6%	95.6%	95.6%
Nursing (BSN)	94.8%	87.4%	93.7%	92.1%	95.3%	95.3%	95.3%
Pharmacy (PharmD)	95.7%	97.0%	97.5%	98.1%	96.2%	96.2%	96.2%
Physical Therapy (DPT)	81.5%	96.5%	96.6%	93.7%	94.6%	94.6%	94.6%
Social Work (MSW)	86.9%	91.1%	93.0%	92.9%	91.2%	91.2%	91.2%
First Time Exam Pass Rate							
1 Dentistry (ADEX)	99.0%	94.0%	98.0%	99.0%	100.0%	100.0%	100.0%
1 Law (Maryland Bar)	81.0%	83.0%	78.0%	76.0%	79.0%	77.0%	77.0%
Medicine (USMLE Step 2 CK)	99.0%	99.0%	97.0%	96.0%	97.0%	99.0%	99.0%
Nursing BSN (NCLEX)	97.0%	90.0%	93.0%	88.0%	87.0%	87.0%	87.0%
1 Pharmacy (NAPLEX)	96.0%	97.0%	89.0%	90.0%	89.0%	89.0%	89.0%
1 Physical Therapy (NPTE)	96.0%	91.0%	89.0%	98.0%	96.0%	87.0%	87.0%
1 Social Work (LGSW)	89.0%	90.0%	88.0%	86.0%	88.0%	90.0%	90.0%
Professional Students Average Debt							
1 Dentistry (DDS)	\$200,410	\$203,267	\$228,863	\$227,390	\$235,313	\$235,313	\$235,313
1 Law Day and Evening (JD)	\$102,183	\$114,493	\$113,927	\$116,837	\$109,984	\$109,984	\$109,984
1 Medicine (MD)	\$153,562	\$158,374	\$157,155	\$167,965	\$151,725	\$151,725	\$151,725
1 Nursing (MS,CNL,DNP)	\$57,979	\$56,273	\$64,169	\$91,586	\$95,667	\$95,667	\$95,667
1 Pharmacy (PharmD)	\$123,199	\$143,039	\$135,591	\$136,617	\$159,904	\$159,904	\$159,904
1 Physical Therapy (DPT)	\$106,351	\$100,314	\$111,025	\$97,384	\$93,370	\$93,370	\$93,370
1 Social Work (MSW)	\$52,701	\$56,871	\$57,791	\$56,332	\$43,797	\$43,797	\$43,797

**Obj. 2.4** Through fiscal year 2019, increase the enrollment of students educated entirely online compared to 2014 levels.

**Obj. 2.5** Through fiscal year 2019, maintain high rates of graduate employment and educational satisfaction compared to 2014.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Headcount enrollment of students educated entirely online	622	720	788	947	1070	1,110	1,143
<sup>1</sup> Employment rate of undergraduates	95%	94%	93%	99%	n/a	95%	95%
<sup>1</sup> Graduates' satisfaction with education (Nursing)	92%	84%	90%	91%	n/a	92%	92%

**Goal 3. Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the State.**

**Obj. 3.1** Through fiscal year 2019, increase enrollments in joint professional programs and programs at regional education centers compared to 2014 levels.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	0	29	86	72	38	45	45
Universities at Shady Grove							
Nursing	253	290	306	305	352	345	363
Social Work	110	89	120	137	146	150	150
Pharmacy	143	120	126	132	93	60	30
Total Shady Grove	506	499	552	574	591	567	563
Laurel College Center	0	13	36	0	8	8	8

**Goal 4. Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.**

**Obj. 4.1** Through fiscal year 2019, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2014.

**Obj. 4.2** Through fiscal year 2019, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2014.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of days in public service per full-time faculty member	10.1	10.1	11.1	9.6	9.6	10.0	10.0

**Goal 5. Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.**

**Obj. 5.1** By fiscal year 2019, attain annual campaign goal of \$102 million a year.

**Obj. 5.2** By fiscal year 2019, increase or maintain combined university endowments from all sources at a level at least equal to the 2014 level.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Campaign giving, annual (millions)	\$71.0	\$76.7	\$58.4	\$74.8	\$104.4	\$95.0	\$110.0
Endowment, annual (millions)	\$340.9	\$332.4	\$340.6	\$376.0	\$436.9	\$465.3	\$495.6

**Goal 6. Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.**

**Obj. 6.1** Through fiscal year 2019, attain annual cost savings of at least 3 percent of the total budget based on enhanced efficiency and effectiveness.

**Obj. 6.2** Through fiscal year 2019, decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2014.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Annual cost savings as a percentage of actual budget	5%	3%	2%	1%	0%	1%	1%
Operating Expenditures per Adjusted FTES	\$58,136	\$60,570	\$62,895	\$63,718	\$66,699	\$66,699	\$66,699

**USM Core Indicators**

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Total enrollment (undergraduates)	746	792	866	905	929	909	917
Percent minority of all undergraduates	39%	37%	40%	43%	48%	0%	0%
Percent African-American of all undergraduates	14%	16%	19%	18%	19%	0%	0%
Total bachelor's degree recipients	337	333	399	416	433	445	436
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	1%	0%	0%	0%
Applicants to undergraduate nursing programs	827	683	719	728	639	772	757
Qualified applicants to undergraduate nursing programs denied admission	82	146	177	129	87	43	42

**NOTES**

<sup>1</sup> 2017 data is estimated because it is reported on a calendar year basis.

## UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC) PROGRAM DESCRIPTION

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

### MISSION

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

### VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

### INSTITUTIONAL ASSESSMENT

#### Overview

In spring 2016, UMBC adopted our new strategic plan, "*Our UMBC: A Strategic Plan for Excellence*," with goals and objectives reflective of our new vision statement and consistent with the goals of *Powering Maryland Forward: USM's 2020 Plan for More Degrees, A Stronger Innovation Economy, A Higher Quality of Life*, as well as our 2016 Middle States Self Study. Focusing on the Student Experience; Innovative Curriculum and Pedagogy; Collective Impact in Research, Scholarship, and Creative Achievement; and Community and Extended Connections, this plan outlines strategic steps toward the next level of inclusive excellence. Nearly 250 UMBC faculty, staff, students, and alumni gathered on campus August 23 to learn about and discuss how the University and its colleges and divisions are pursuing initial priorities for implementation of our strategic plan. We were extremely proud to once again be recognized by the *U.S. News & World Report America's Best Colleges Guide* in September, ranking in the top ten "Most Innovative" national universities, as well as ranking among national universities with a strong commitment to undergraduate teaching. The following assessment focuses on achievements and trends in areas that are incorporated in the university's goals, objectives, and performance indicators.

#### Students

Enrollments. UMBC had 13,767 students enroll in fall 2018 (11,260 undergraduate and 2,507 graduate). Undergraduate enrollment increased slightly overall (0.2%) with a 0.8% increase for full-time, and a 3.2% decrease for part-time over fall 2017. While out-of-state undergraduate enrollment decreased by 4.8%, it increased by 1.9% for full-time undergraduate students. Fall 2018 saw the largest new freshmen class in UMBC's history; we welcomed 1,794 (1,777 full-time) new students, a 1.2% increase over fall 2017. Overall graduate enrollment increased by 3.3% (7.0% for full-time), and we did see a substantial increase in new graduate

students (15.9%).

Enrollments in education programs declined by 8 students at the undergraduate level in FY2018 (-4.3%), while the number of degree completions at the undergraduate level did rise slightly. Enrollments at the graduate level increased by 19.2% to 161, but we did see a slight decrease in degree completions at the graduate level (**Obj. 2.1 (M201, M202, M203, M204)**). Teaching education programs across the state have experienced declining enrollment, and we are increasing efforts to identify and recruit potential teachers. The department is employing a number of targeted strategies to attract more teacher candidates. In collaboration with the President's office, the department launched the Teacher of Color initiative. A culminating event of this initiative was the May 1, 2018 Celebration of Teaching event that featured high profile speakers (UMBC President Hrabowski and Baltimore City Public Schools Superintendent Santelises) as well as prominent Teachers of Color that have graduated from the UMBC teacher certification program. Additionally, the Education Department established monthly pizza lunches to recruit and inform students. Introductory Education classes, such as EDUC 310 and 311 were updated to be general education requirements, thus attracting students who would not otherwise know about the program. Coordination efforts have been initiated with the undergraduate advisors in the College of Natural and Mathematical Sciences and a specialized STEM section of EDUC is being planned for the spring 2019 semester. A similar strategy is being formulated with the College of Arts, Humanities and Social Sciences. The department also provides over \$20,000 of departmental scholarships each year to teacher candidates. The department also actively recruits on area Community College campuses and incoming freshmen are informed about the teacher preparation program on campus, in part through increasing visibility on campus through myUMBC, career fair and events presence.

Caliber of Students. The university offers students a wide range of opportunities to excel both intellectually and in other types of competitions. For the eighth consecutive year, the *U.S. News & World Report America's Best Colleges Guide* listed UMBC among the top national universities in undergraduate teaching - "where the faculty has an unusual commitment to undergraduate teaching." Undergraduate research is one of the hallmarks of UMBC's designation as an Honors University in Maryland. In spring 2018, over 350 students participated in the 22<sup>nd</sup> annual Undergraduate Research and Creative Achievement Day, a day-long celebration of student research with over 2,000 attendees, including students, faculty, staff and guests. Volume 19 of the *UMBC Review: Journal of Undergraduate Research* was published in spring 2018. This 240-page issue contains the work of students majoring across the disciplines, with research ranging from "Brain Mechanisms of Stress-Induced Analgesia: Exploring the Relationship Between Pain and Stress" to "Latin American Immigrant Health in the Baltimore Area: Provider Perspectives on Alternative Remedies." Also published this spring was Volume 38 of *Bartleby*, the university's creative arts journal consisting of students' works of fiction, creative non-fiction, poetry and art.

UMBC students' academic and co-curricular accomplishments continue to gain national and international recognition. The Cleftomaniacs, UMBC's co-ed a cappella group, made history as UMBC's first a cappella group to win first place in the International Championship of Collegiate A Cappella Mid-Atlantic Quarterfinal competition, where they also won an award for Outstanding Choreography. Eight UMBC students and recent alumni received Fulbright fellowships to teach, conduct research and study in nations from Malaysia to the Ukraine. Other awards received by UMBC students include a Boren scholarship, a Critical Language scholarship, six Gilman scholarships and a Huayu Enrichment scholarship. UMBC men's

basketball team defeated No. 1 Virginia in the first round of the NCAA Championship and the men's lacrosse team defeated No. 1 Albany. The men's swimming and diving squads won another conference Championship. Joe Sherburne '18, financial economics, became the first America East and UMBC men's basketball student-athlete to earn First Team Academic All-America honors. He earned his degree in three years and is now enrolled in UMBC's data science graduate program. Tony White '18 and Kelechi Nwanaga '21 earned Second Team and First Team All-American honors by United States Track and Field/Cross Country Coaches Association. Both advanced to the NCAA Championships in the javelin, with White placing 16<sup>th</sup> and Nwanaga finishing 4<sup>th</sup>. During the summer Nwanaga won the African Championships in the javelin and qualifies to represent Africa on the African Continental team at the 2018 IAAF Continental Cup in October. Alexander Gliese '19, broke the Danish national record in the 200 backstroke in August at the Swim England Summer National Meet in Sheffield, England.

Retention and Graduation. Student retention and graduation rates are important output indicators that UMBC takes very seriously and that the institution has been working vigorously to improve. This year our retention rate increased slightly from 87.1% to 87.3% (**Obj. 5.1 (M502)**). Although our six-year graduation rate dipped (66.4% compared to 68.2%), subsequent cohort four- and five-year graduation rates indicate we will be back in line with our 2019 target in the coming years (**Obj. 5.2 (M504)**). Efforts to enhance retention and graduation rates have historically been hampered, in part, by our relatively narrow program base compared to peers. On average, our peer institutions granted bachelor's degrees in 76 programs in FY 2017, compared to 54 for UMBC. UMBC has undertaken several academic initiatives designed to expand the number of certificate and degree programs available, particularly in areas with high student interest. All of these new programs are becoming established and showing growth.

Another approach to improving student success has been initiatives designed to increase student engagement with an expected positive effect on both retention and graduation. The Division of Undergraduate Academic Affairs coordinates multiple initiatives including First Year Seminars (FYS), Introduction to an Honors University seminars, the Collegiate Success Institute Summer Bridge Program, and Transfer Student Success seminars. The university also offers several Living Learning Communities (LLCs) focused on students' common intellectual interests or majors. Additional initiatives include the Summer STEM Initiative, the NIH-funded STEM BUILD undergraduate student success initiative and research study, to name a few.

To support student success, the University has focused on improved pedagogy and process. We have expanded and continued student-success initiatives, including pedagogy that draws on cognitive science, analytics, course redesign, co-curricular learning, and interventions and support for first-year students and for graduate students. In summer 2018, we launched the Degree Planner, an interactive tool that allows students to create a customized degree plan. The Degree Donut was introduced in spring 2018, providing a personalized visualization of a student's progress to degree completion. In fall 2018, The Guide, an easy to follow, step by step guide to advising and registration was released to facilitate students' timely registration. Spring 2018 also saw the implementation of the Finish 15 Campaign to build awareness of the importance of enrolling and completing at least 15 credits a semester (30 per year, on average) in order to graduate in four years. Early analysis of course enrollment trends indicate that this campaign is having a positive impact, with 65% of new freshmen enrolling in 15 to 20 credits, compared to about 50% in prior years.

Transfer student success continued to be a focus for UMBC, with the expansion of the Transfer Student Alliance (TSA) Partnership with our five primary feeder community colleges to

all sixteen MD community colleges in fall 2017. The TSA partnership provides joint programming and a number of benefits (discounted concurrent enrollment, scholarship, housing, priority registration, etc.) for students who are committed to transferring to UMBC after earning their associate degree. Furthermore, UMBC will be implementing the EAB Transfer Collaborative to provide prospective transfer students with detailed information about the transferability of prior coursework, how these courses would affect status to degree completion, and to run scenarios to see how prior coursework can be maximized for degree completion at UMBC. The tool also allows the admissions team to better engage prospective transfer students during the pre-enrollment process.

Education Advisory Board's (EAB) Academic Performance System was implemented during AY2017 and will help us better understand our ability to educate students, identify courses that might impede progress and suggest ways that we might make our academic operations more efficient. We are in the planning stages of using APS as part of our Academic Program Review process. To better identify and support students towards graduation, we have implemented Civitas Learning's Illume predictive analytics package. To make the best use of Illume, we have established a Persistence Committee that is charged with combining it with other tools and analyses to identify students less likely to persist and graduate and provide them with targeted, coordinated, support. We are currently conducting or planning several pilots including an evidence-based retention campaign that has reached nearly 2,000 students, and campaigns to improve the performance of students taking foundational math, accounting, and foreign language courses. Working directly with academic departments and instructors, we are piloting technology to allow instructors to better track and incentivize attendance in their classes, as well as developing complements to our existing early alert system to use student and electronic textbook data to encourage students to seek additional support earlier in the semester, leaving more time for them to make appropriate adjustments.

Diversity. UMBC's commitment to intellectual, cultural, and ethnic diversity is one of the pillars of its institutional mission, and each year the university expends significant resources to recruit, retain, and promote the academic success of its minority graduate and undergraduate students. As of fall 2018, 52.9% of undergraduate students are minorities (**Obj. 4.1 (M402)**), a value that places UMBC considerably higher than the average of its peers. Despite accomplishments with minority recruitment overall, success in recruiting new African American students has fluctuated unpredictably. Over the last ten years, the numbers of new African American freshmen have ranged from a low of 121 (8.3%) in fall 2002 to 299 (16.9%) in fall 2017, with 296 in fall 2018 (16.7%). New African American transfer students numbered 265 in fall 2018, up 14 from fall 2017. For fall 2018, 110 new freshmen and 62 new transfers identified themselves as "Two or More Races"; this new category that appeared in fall 2010 may account for trends in other race categories. There are also a much higher percentage of African American students among new transfers than among new freshmen (22.7% vs.16.7% in fall 2018). UMBC's target for enrollment of undergraduate African American students in FY 2019 is 17.5%; in fall 2018 it stands at 18.2%, well exceeding the target (**Obj. 4.1 (M401)**). The percentage of new freshmen who are Asian American increased from 15.8% in 1996 to 24.7% in fall 2018, and the percentage of undergraduates who are Asian American has grown from 12.9% in fall 1996 to 21.9% in fall 2018.

UMBC continues its vigorous efforts to attract qualified minority students. The UMBC Meyerhoff family is now more than 1,300 strong, with over 1,100 alumni across the nation and over 300 students enrolled in graduate and professional programs. We also have: the Reception



and Overnight for Academically Talented African American Students and the Reception and Overnight for Academically Talented Hispanic/Latino students.

Retention and graduation rates for our African American students tend to fluctuate more widely than for our overall student population, in part due to the relatively smaller population size for this group. This year, the one-year retention rate for African American students was higher than the overall population (90.0% vs. 87.3%), and represents an increase compared to the prior year cohort (**Obj. 4.2 (M403)** vs. **Obj. 5.1 (M502)**). This year the graduation rate for African American students was lower than that for all undergraduates (61.2% vs. 66.4%) (**Obj. 4.3 (M404)** and **5.2 (M504)**). Early progress of our most current cohorts of African American freshmen lead us to believe that retention and graduation rates will continue to improve for this group, as well as the overall population. Efforts to improve retention and graduation rates, described in the previous section, can be expected to yield benefits for all of our students, including African Americans.

UMBC has made a strong institutional commitment to diversity at the graduate level by supporting and leveraging our "broadening participation" grant-funded initiatives from the National Science Foundation (NSF) and the National Institutes of Health (NIH). PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (NSF EHR/HRD/AGEP), the Louis Stokes Alliance for Minority Participation's Bridge to the Doctorate Program (NSF EHR/HRD/LSAMP-BD), and the Meyerhoff Graduate Fellows program (NIH MBRS/IMSD) are examples of these initiatives. UMBC is the lead institution on a \$5 million NSF grant that provides additional funds for the USM LSAMP. Universities will use the renewed funding to support students from underrepresented groups in STEM. The University was awarded \$3.25 million over five years to support the UMBC Classic Upward Bound Program in continuing its work preparing local high school students from low-income and first generation college backgrounds to succeed in higher education. Under-represented minority enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 98 students at present. To date, 96 students have completed their Ph.D. UMBC has achieved national recognition as a model campus for its diversity initiatives, including The Meyerhoff Scholarship Program, the UMBC ADVANCE program, the PROMISE Alliance, the Center for Women in Technology, the MARC U \*STAR scholars program, and the ACTiVATE Entrepreneurship program.

The Center for Women in Technology (CWIT) will celebrate its 20<sup>th</sup> birthday this year and continues to be a vital partner in efforts to increase the retention and recruitment of women and other underrepresented groups in the College of Engineering and Information Technology (COEIT) at UMBC. In the 2017-2018 academic year, CWIT had a 90% retention rate within Computing and Engineering majors. 79% of these scholars are women and 26% identify as black or Hispanic. Since the CWIT Scholars program's inception in 2002 there have been over 100 CWIT Scholars. The average cumulative UMBC GPA for all scholars is 3.5.

Student Learning Outcomes. The Hrabowski Fund for Innovation continues to support, through a competitive process, innovations in teaching and learning proposed and developed by our faculty and staff. Since its inception, the fund has supported almost 30 instances of course redesign, novel approaches to teaching and learning and assessment. This work is supported by the Faculty Development Center (FDC), which under the leadership of Dr. Linda Hodges, has grown to include three permanent staff with expertise in innovative learning methodologies and assessment. The associate director of assessment at the Faculty Development Center (FDC) works with faculty and staff to improve assessment practices and use of data. Work of the FDC

includes *Enhancing Graduate Assessment*: the Graduate School and the FDC worked to build graduate school assessment planning through a series of presentations to the Graduate Program Director Council, individual sessions with assessment committees for graduate programs, annual sessions at the Provost's Teaching and Learning Symposium, and a University of Maryland System Symposium presentation by the dean. Additionally, FDC staff developed new templates for curriculum mapping, rubrics for core courses and graduate milestones, and tools for organizing and aggregating data. These tools were tested, improved and adapted for use in programs in CAHSS, CNMS, and COEIT, and materials were made available on the Center website. As a result, The Assessment Institute will feature a session on UMBC graduate assessments as part of the 2018 conference, and a newly proposed graduate certificate in virtual/augmented reality won a Hrabowski Innovation Grant. *Systematizing Assessment Data*: The FDC worked to systematize assessment data by helping faculty to vertically align outcomes (course-program-institution) and seeking technologies to aggregate direct measure data across programs and colleges. Collaboration with the director of instructional technology resulted in a presentation on assessment technologies at a USM symposium and an invitation to write a National Institution for Learning Outcomes Assessment Occasional Paper. *Bridging Student Learning Outcomes and Student Success Analytics*: UMBC is working to bridge outcomes and success data to build a future where learning analytics predictive models are informed by direct measures of student learning. FDC and instructional technology staff formed a working group to explore feasibility: proof of concept was accomplished by linking rubric data to indirect data in the data warehouse. For now only boutique projects can be completed, but the working group continues to pursue scalable solutions. *Crafting a Division-Level Model*: FDC and Undergraduate Academic Affairs (UAA) staff formalized their collaboration in the UAA Assessment Committee, where the associate director serves as an ex officio advisor. This collaboration yielded double-loop assessment processes in each of the units, as units used their assessment plans and curriculum maps to measure student learning, triangulate direct and indirect data, identify interventions to improve learning (close the loop) measure the intervention (double-loop), and reflect on improvements. Additionally, the division hosts biannual Data Days to share results, successes, and collaborate on challenges. Results include a division-wide curriculum map draft that extended discussions of shared goals and led to the development of a common writing rubric. *Expanding resources for faculty/staff*: The FDC website continues to offer assessment resources to guide faculty and staff, using the NILOA Transparency Framework as a model. Website materials reflect current best practices, so assessment has been embedded throughout the materials on pedagogy to emphasize assessment as a central element to teaching and learning.

Student outcomes are also assessed through feedback from alumni surveys. The most recent (2016) survey of bachelor's degree recipients one year after graduation confirmed continued high employment rates (**Obj. 1.1(M101)**) and high rates of student satisfaction with preparation for employment (**Obj. 1.2(M102)**). The percentage of students enrolling in graduate school was similar to the 2011 survey respondents, a decline from what was reported in the 2013 survey, but the percentage of graduates satisfied with the preparation for graduate school met the 2014 goal of 95% (**Obj. 1.3 (M103)** and **1.4 (M105)**). Finally, the percentage of all students employed or going on to graduate remained above 90%, but still falls below the goal of 95%. (**Obj. 1.5 (M106)**). Given relatively low response rates to Alumni Surveys, observed to be declining over time, UMBC also relies on data collected closer to the time of graduation by our Career Center for their First Destination Report. For the class of 2017, data were collected on

2,274 out of 3,300 undergraduate and graduate students, for a knowledge rate of 69%. They found that 90% reported employment, graduate/professional school, or both, with 77% of those employed obtaining jobs in Maryland. At the undergraduate level, 88% reported employment and/or graduate/professional school plans, while 94% of graduate students reported employment and/or further advanced studies. Of the 62% of undergraduates reporting employment, plus 18% reporting both employment and graduate study, 54% reported that they previously interned or worked for the same organization while at UMBC, and 83% reported they are in positions directly related to their career goals.

### **Faculty**

Accomplishments. Faculty members comprise the core of a research university, and many at UMBC have distinguished themselves this year by receiving awards, fellowships, chair appointments and scholarships. Examples include USM BOR faculty awards, Presidential Professorships, ACE fellows, Fulbright scholarship, Marilyn E. Demorest Award, and Bearman Foundation to name a few.

Our faculty have once again generated significant expenditures for research and development (**Obj. 6.1(M601)**), with an increase in Federal R&D expenditures in Science and Engineering per full-time faculty between FY 2016 and FY 2017. The university ranked 9th out of 11 institutions when compared to its peers on five year growth in Federal R&D expenditures, although it is important to note the continued impact of the change in our peer institutions on this measure, as footnoted (**Obj. 6.2 (M602)**). In FY2018, Extramural Awards (an indicator of future expenditures) were \$85.5 million, our second highest award amount over the past eight years.

Recruitment and Retention. Although new faculty hires have been aggressively pursued, and outstanding new faculty members have been recruited, promoted, and tenured over the past several years, the net number of core faculty has continued to grow at a slow rate. Due to ongoing budget constraints, the majority of our recruitment efforts were devoted to filling faculty vacancies. As faculty members increasingly achieve national and international recognition, retention becomes a serious concern. Although faculty members leave for many reasons, we continue to lose faculty to other universities that can offer higher salaries, lower teaching loads, research support, and other prerequisites. In addition, approximately 20 percent of our tenured faculty are eligible for retirement. Thus, even maintaining the current number of tenured and tenure-track faculty is proving to be a challenge. We must continue to balance expenditures on recruitment of new faculty with expenditures in support of current faculty and other university needs.

UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. Our current cohort is the largest, to date, with seven new postdoctoral fellows in CAHSS. UMBC has hired five fellows into a tenure-track position including one from this current 2017-2019 cohort. We are recruiting for two new pre-doctoral fellows to focus on advancing inclusive excellence within the natural sciences.

### **Resources and Economic Development**

Facilities Renewal. UMBC has made progress under the BOR initiative to increase state funding for Facilities Renewal by .2% per year until the 2% target is achieved. After falling to .2% in FY 2010 from .7% in FY 2009, our percent of replacement cost expended in facility renewal and renovation increased modestly to .4% by FY 2014 and again to .70% in FY 2018(**D1**). Our percent of operating budget savings remained 4.6% in FY 2018. This level of

savings meets our goal of maintaining a rate of 2% by FY 2019 (D2).

Economic Development. The expertise of UMBC's faculty and students leads to economic growth as measured in a number of ways. Through our Technology Center and Research Park, we have created 1,450 jobs in FY 2018 (Obj. 3.2 (M302)). The bwtech@UMBC Research Park consists of eight buildings, including multi- and single-tenant buildings and 3 incubators, spread out over 71 acres. The park houses over 95 companies with almost 99 affiliates. We also graduated 20 companies from our incubator programs in FY 2018 (Obj. 3.1 (M301)). Highlighted programs include those focused on the environment, cyber technology and security, the life sciences, and technology business incubation. An indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures made each year. We reported a three-year rolling average of 24.3 invention disclosures in FY 2012, compared to 27.33 as of FY 2018 (see Obj.3.3 (M303)).

## RESPONSE TO MHEC

### Commission Assessment:

*Objective 4.2: Maintain a retention rate of African-American students at 90 percent or greater through fiscal year 2019.*

*Objective 4.3: Increase the graduation rate of African-American students from 67.3 percent in fiscal year 2014 to 70 percent in fiscal year 2019.*

*Objective 5.1: Maintain a retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2019.*

*Objective 5.2: Increase the graduation rate of UMBC undergraduates from 68.8 percent in fiscal year 2014 to 70 percent in fiscal year 2019.*

In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported that its second-year retention rate for African American students (87.6%) exceeded that of the total student population (87.1%). Yet, the University also reported that its six-year graduation rate for African American students (61.9%) lagged behind the rate for the total student population (68.2%).

Describe the factors the University has identified that affect both these trends: the success in retaining African American students at rates comparable to all students and the challenges faced in sustaining enrolled students to graduation. What strategies are in place to maintain success and close existing gaps?

### UMBC Response:

Differentials in retention and graduation rates between African American students and the total student population are largely driven by fluctuations in the rates for African American students due to the relatively small population size. In addition, MHEC and USM published rates tend to undercount the number retained and graduated because of reliance on Social Security numbers for tracking. Using our campus identifier, we generally have a few students more than MHEC reports, and with the small population of African Americans, a few students more can make a noticeable difference in rates.

UMBC continues to focus on student success for all students, both new freshman and

new transfers, as described in our section on Retention and Graduation above. Improvements in these areas should benefit all students, thus addressing any race/ethnicity gaps that currently exist. Investment in analytics and initiatives supporting student success is a key part of our current strategic plan. Indeed first focus priorities of the plan are 1) to increase degree completion and shorten time to degree for undergraduate and graduate students, and 2) systematically improve the quality and consistency of academic advising and mentoring of undergraduate and graduate students. First steps in the plan implementation in support of these areas included launching the Undergraduate Student Success (UGSS) and Persistence Committees, base-funding analytics tools, and launching some of the initiatives described in our MFR narrative (e.g., Finish 15 Campaign, Degree Planner, and the Guide, to name a few). Next steps in the coming years include continued analysis of the impact of degree pathways and course scheduling on time to degree, retention, and graduation rates; analyzing and taking action toward UGSS committee goals; and identifying bottlenecks in course planning and scheduling and work with departments to design and assess interventions.

\* Peer institutions changed in Summer 2015. Ten current peers now include: University of California-Riverside, University of California-Santa Cruz, University of Massachusetts-Lowell, University of Massachusetts Amherst, North Carolina State University at Raleigh, New Jersey Institute of Technology, SUNY at Albany, SUNY at Binghamton, Miami University-Oxford, and George Mason University

## MISSION

University of Maryland Baltimore County (UMBC) is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

## VISION

An Honors University in Maryland, UMBC will be one of the nation's best public research universities of its size as it combines the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. UMBC will be known for integrating research, teaching and learning, and civic engagement so that each advances the others for the benefit of society.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Prepare students for work and/or graduate/professional school.

- Obj. 1.1** Increase the employment rate of UMBC graduates from 84.5 percent in Survey Year 2017 to 85 percent in Survey Year 2020.
- Obj. 1.2** Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 83 percent in Survey Year 2017 to 90 percent in SY 2020.
- Obj. 1.3** Maintain the graduate/professional school-going rate for UMBC's bachelor's degree recipients at 40 percent or higher.
- Obj. 1.4** Maintain the percentage of bachelor's degree recipients satisfied with the preparation for graduate/professional school at 95 percent or higher.
- Obj. 1.5** Increase the percent of UMBC's bachelor's degree recipients employed and/or going to graduate/professional school from 91 percent in Survey Year 2017 to 95 percent in Survey Year 2020.

Performance Measures (Triennial Measures)	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Employment rate of graduates	74.7%	N/A	N/A	84.5%	N/A	N/A	N/A
Percent of bachelor's degree recipients satisfied with education received for employment	88.0%	N/A	N/A	82.9%	N/A	N/A	N/A
Graduate/professional school-going rate of bachelor's degree recipients within one year of graduation	43.0%	N/A	N/A	34.9%	N/A	N/A	N/A
Graduate/professional school-going rate of African-American bachelor's degree recipients within one year of graduation	54.5%	N/A	N/A	46.2%	N/A	N/A	N/A
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	98.8%	N/A	N/A	94.6%	N/A	N/A	N/A
Percent of bachelor's degree recipients employed and/or going to graduate/professional school within one year of graduation	93.0%	N/A	N/A	91.0%	N/A	N/A	N/A
Percent of African-American bachelor's degree recipients employed and/or going to graduate/professional school within one year of graduation	90.9%	N/A	N/A	92.3%	N/A	N/A	N/A

### Goal 2. Increase the estimated number of UMBC graduates in key State workforce areas.

- Obj. 2.1** Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 75 in fiscal year 2014 to 100 in fiscal year 2019.
- Obj. 2.2** Increase the estimated number of UMBC bachelor's degree recipients in science, technology, engineering, mathematics (STEM) fields - areas that are key to success in the knowledge economy for the State of Maryland - from 997 in fiscal year 2014 to 1,125 in fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of undergraduates in teacher training programs	220	220	198	187	179	175	175
Number of post-bachelor's students in teacher training programs	243	240	147	135	161	150	150
Number of undergraduates completing teacher training program	42	46	35	31	34	33	33
Number of post-bachelor's students completing teacher training program	33	56	39	42	36	36	36
Percent of undergraduate teacher candidates passing Praxis II or National Teachers Examination (NTE)	100%	100%	100%	100%	100%	100%	100%
Percent of post-bachelor's teacher candidates passing Praxis II or NTE	100%	100%	100%	100%	100%	100%	100%
Number of undergraduates enrolled in STEM programs	5,873	6,212	6,315	6,272	6,438	6,708	6,708
Number of baccalaureate graduates of STEM programs	997	1,106	1,224	1,235	1,333	1,250	1,250
Rank in STEM bachelor's degrees awarded compared to peer institutions	2nd	2nd	2nd	2nd	2nd	2nd	2nd

**Goal 3. Promote economic development.**

- Obj. 3.1** Maintain through 2019 the number of companies graduating from UMBC incubator programs each year at four or more.
- Obj. 3.2** Increase the number of jobs created through UMBC's Technology Center and Research Park from 1,200 in fiscal year 2014 to 1,300 in fiscal year 2019.
- Obj. 3.3** Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 27.33 in fiscal year 2014 to 28 in fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Companies graduating from UMBC incubator programs	8	5	9	18	20	6	6
Number of jobs created by UMBC's Technology Center and Research Park	1,200	1,200	1,412	1,440	1,450	1,450	1,450
Three-year average number of invention disclosures	27.33	26.33	30.33	25.33	27.33	27.33	27.33

**Goal 4. Enhance access and success of minority students.**

**Obj. 4.1** Increase the percentage of African-American undergraduate students from 15.8 percent in fiscal year 2014 to 17.5 percent in fiscal year 2019.

**Obj. 4.2** Maintain a retention rate of African-American students at 90 percent or greater through fiscal year 2019.

**Obj. 4.3** Increase the graduation rate of African-American students from 67.3 percent in fiscal year 2014 to 70 percent in fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percent African-American of undergraduate students enrolled	15.8%	16.4%	17.1%	17.4%	18.0%	18.2%	18.2%
Percent minority of undergraduate students enrolled	45.3%	46.3%	47.7%	49.3%	51.6%	52.9%	52.9%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	91.8%	94.5%	93.8%	87.6%	90.0%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	67.3%	61.2%	67.7%	61.9%	61.2%	69.0%	69.0%

**Goal 5. Enhance success of all students.**

**Obj. 5.1** Maintain a retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2019.

**Obj. 5.2** Increase the graduation rate of UMBC undergraduates from 68.8 percent in fiscal year 2014 to 70 percent in fiscal year 2019.

**Obj. 5.3** Maintain at least 100 Ph.D. degrees awarded through fiscal year 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Ratio of full-time equivalent students to full-time instructional faculty	23.5	22.9	22.4	21.9	21.4	23	23
Second-year retention rate at UMBC (or another public university in Maryland) of students	87.4%	91.0%	89.5%	87.1%	87.3%	90.0%	90.0%
Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	9th	9th	5th	5th	6th	5th	5th
Six-year graduation rate of students from UMBC (or another public university in Maryland)	68.8%	66.9%	66.7%	68.2%	66.4%	69.0%	69.0%
Number of Ph.D. degrees awarded	102	100	82	88	94	90	90

**Goal 6. Provide quality research.**

**Obj. 6.1** Increase the dollars in total Federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty from \$110,900 in fiscal year 2014 to \$135,000 in fiscal year 2019.

**Obj. 6.2** Rank in the top half among public research peer institutions (10th in 2015) in average annual growth rate (5-year) in federal research and development (R&D) expenditures.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Total federal R&D expenditures in S&E per full-time faculty	\$110,900	\$117,483	\$114,954	\$120,871	\$123,242	\$126,340	\$126,340
Rank among public research peer institutions in five-year average growth rate in federal R&D expenditure	9th	10th	9th	8th	9th	8th	8th



## **UNIVERSITY OF MARYLAND** **2018 Managing for Results (MFR)** **Institutional Assessment**

The University of Maryland (UMCP) has an outstanding reputation as a public research university. It attracts and retains renowned faculty members who are nationally recognized for research, pedagogy, and service. UMCP provides undergraduate and graduate students with affordable, accessible education that is among the best in the nation. The university's talented and diverse student body averages the highest levels of achievement in our history. Research productivity has steadily increased over the last decade, and continues to grow as the university pursues new, high-impact research initiatives. UMCP collaborates with federal agencies, foundations, industries, and emerging companies to create and develop new products and build the Maryland economy.

In 2008, the campus adopted a strategic plan, *Transforming Maryland: Higher Expectations*, and has been implementing it in phases since then. In FY16, the campus updated the plan with the endorsement of the University Senate. President Loh's Flagship 2020 Commission finished its work in FY16, delivering many proposed efficiency and effectiveness recommendations to the President in Spring 2016. The Administrative Modernization Program (AMP) began in 2015 studying a wide-range of opportunities to create operational and financial efficiencies across the campus. AMP has and will continue to incorporate these recommendations and has moved many of them to action. The campus remains focused on both university-wide and system-wide strategic priorities which continue to garner impressive results in the areas of undergraduate and graduate education, STEM competitiveness, research, innovation and entrepreneurship, international and corporate partnerships, fundraising, MPowering the State initiatives, environmental sustainability, and development of the Baltimore Avenue corridor. This report addresses key measures of the UMCP's progress in reaching institutional goals that reflect priorities of the *2017-2021 Maryland State Plan for Postsecondary Education*.

### **MFR Goals**

**Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.**

Student Recruitment. In support of the goal to attract, admit, and enroll a diverse, talented, and interesting class of students from throughout Maryland and around the world, the Office of Undergraduate Admissions implements targeted and personalized recruitment strategies. This includes electronic communication; on-campus recruitment initiatives; and expansive national recruitment efforts conducted by campus-based, regional, and alumni recruiters. Because of these efforts, UMCP successfully enrolled a Fall 2017 entering freshman class with an average high school GPA of 4.26 and combined SAT scores of 1280-1430 among the middle 50% of the class.

Graduate Programs. The Excellence in Graduate Education Initiative shows gains in degree completion coupled with consistent decrease in time to degree completion. The FY07 doctorate cohort achieved a 71.6% 10-year completion rate.

In FY18, the Graduate School provided 102 students with academic stipend support totaling \$825,000 and 506 students with support totaling \$109,000 to defray expenses incurred making presentations at conferences. It also awarded \$245,000 to 97 students who demonstrated excellence in graduate education, and expanded the number of top applicants by welcoming 17 new Flagship Fellows and 5 new McNair Graduate Fellows. During FY18, 58 Flagship Fellows and 24 McNair Graduate Fellows received \$500,000 in stipends. The Graduate School provides programs with recruitment and retention funds under the Dean's Fellowship Program, which enables them to enhance funding packages, recruit excellent students, and support current students in degree completion. Approximately \$5.1 million was awarded to 711 students in FY18 via this program. During FY18, the Graduate School provided workshops and seminars to support students as they progress through their programs and offered nine day-long Student Success Symposia, each of which attracted more than 100 students.

Student-Centered Learning. In Fall 2012, UMCP's General Education Program was launched for first-time freshmen and non-Maryland transfer students. Faculty members have submitted over 1,300 courses through the new electronic course submission system for this curriculum improvement aimed at strengthening and updating our course offerings. All course categories have assessment rubrics that faculty can use to review student work according to the General Education learning outcome goals.

Retention, Graduation, and Closing the Achievement Gap. The Student Academic Success-Degree Completion Policy provides regular advising, four-year graduation plans, and benchmarks for majors. UMCP requires interventions for students on probation and students with a cumulative GPA less than 2.3. The Registrar's Office and academic units notify students who did not register for classes during their assigned dates to resolve outstanding issues (academic, financial, and advising). Individual colleges' mandatory advising requirements are also intended to support students. The Student Success Office (SSO) oversees reenrollment and works with those on probation and dismissal, setting conditions for reinstatement. After Spring 2017, 480 students were put on probation and 289 were dismissed. After Fall 2017, 710 students were put on probation and 190 were dismissed.

The Pre-Transfer Advising Program assists prospective transfer students, helping them develop an academic plan for successful transfer and estimating their time to degree completion. The program worked with approximately 6,000 students in FY18, including those from local community colleges and out-of-state schools. The program's expansion in FY17 to include advisors at UMCP's four feeder community colleges (Prince George's, Montgomery, Southern Maryland, and Anne Arundel) led to better communication between the institutions, increased collaboration between academic departments, and streamlined the process for updating course equivalencies.

Since 2011, the Transitional Advising Program has provided high credit undeclared students with resources to explore and declare a major in which they will be successful. In FY18, advisers met with 108 students in the program, most of whom are moving from STEM majors to the humanities and social sciences. The Terrapin Success Plan assists academic probation students in understanding University policy and exploring barriers to success; 201 students were invited to

participate. It includes an academic policy video, academic policy quiz, and self-assessment survey.

UMCP is also committed to better understanding and assessing other student-centered learning opportunities. UMCP compiled a list programs aimed at closing the achievement gap and conducted a pilot of an ID swipe system that will allow merging learning outcomes data to student attendance records in order to better assess program activities. UMCP also started began to conduct in-depth reviews of living learning and other special programs.

Diversity. UMCP has undertaken several initiatives this year to improve equity, diversity, and inclusion (EDI) during this challenging time. A Joint Senate/Presidential Task Force on Inclusion and Respect worked for most of the year and issued a set of recommendations for the campus in April 2018. A Campus Climate Survey highlighted the lived experiences of students, faculty, staff, and administrators. Campus-wide external benchmarking and review of EDI programs, activities, and resources resulted in a set of recommendations by nationally recognized external experts in EDI. A Program Manager for Hate/Bias Response leads an interdisciplinary team responsible for receiving reports, investigating, and responding to hate/bias incidents. An initiative led by the Office of Diversity & Inclusion will enhance existing and develop new programs focused on dialogue and discourse on diversity and inclusion. A Campus Landmark Walking Tour of Black History at UMCP explicates the complexity of racial politics and slavery as it has affected UMCP. President's Commissions on Disability, Ethnic Minority, LGBT, and Women's Issues continue to meet. Students directly benefit from being part of an institution that promotes engagement, diversity and inclusion for all members of the community.

Innovation and Entrepreneurship. UMCP launched the Academy for Innovation and Entrepreneurship (AIE) in 2013 to bring real-world experiential learning to the classroom and provide students opportunities to solve problems creatively across all disciplines. AIE works with faculty and programs to embed design thinking and lean startup modules into courses. In AY17-18, 15,000 students engaged in innovation and entrepreneurship (I&E) through over 290 courses and 8 competitions, hackathons, and workshops. UMCP offers \$345K in I&E scholarship funding and earned Top 10 rankings in Entrepreneur Magazine / Princeton Review's Best Colleges for Entrepreneurship and US News & World Report's Most Innovative Colleges.

Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) provides faculty, students, and staff with training, resources, professional development activities, and individualized consultation to transform their classrooms and careers. Major accomplishments from TLTC's fifth year include: 21 newly redesigned campus courses affecting 2,500 students (20,000 total); 3,600 faculty and staff participations in departmental events; 200 attendees at the Innovations in Teaching and Learning Conference; over 5,000 graduate student participations in programs, events, and professional development activities; and continued partnership with the Office of Faculty Affairs to develop guidelines and workshops to support faculty teaching portfolios and peer reviews of teaching. TLTC's "Launch" faculty development program has 220 junior, tenure, and professional-track faculty enrolled, and its Academic Peer Mentoring program supports 47 courses with 245 peer mentors, affecting 6,388 students. TLTC also developed new massive open online courses (MOOCs), for a total of 32 courses, five specializations, 230,138 active learning sessions, 16,000 course completions, and \$245,000 in UMCP revenue.

Quality of the Faculty. UMCP hired 76 new tenured or tenure-track faculty for AY17-18, 45% of whom are female and 33% of whom are Asian, Black/African American, Hispanic, or Native Hawaiian/Other Pacific Islander. One is a Howard Hughes Fellow and a member of the National Academy of Science. In FY18, UMCP faculty received six Fulbright Scholarships, one Sloan Fellowship, and three National Endowment for the Humanities grants. Two were elected Fellows of the American Academy of Arts and Sciences, two were elected members of the National Academy of Engineering or Science, and 11 began NSF CAREER award grants. UMCP continually strengthens faculty development programs by implementing initiatives to enhance diversity, including the Senior Targeted Hiring Initiative and the President's Postdoctoral Fellowship, which welcomed six postdocs in its first year. UMCP commits to professional development of non-tenure track faculty, including implementation of processes for promoting or awarding high-performing faculty regardless of eligibility for tenure.

The ADVANCE program supports the recruitment, retention, and advancement of women and under-represented minority faculty through initiatives that improve the work environment for all faculty. During the last academic year ADVANCE facilitated five year-long peer mentoring networks for women and under-represented minority faculty, provided 1:1 career support through college ADVANCE Professors, worked with faculty search committees from six colleges to attract diverse candidates and mitigate bias in hiring, implemented an interactive theater workshop to increase the self-efficacy of allies, operated a dashboard with transparent career data for faculty, and conducted exit interviews. Faculty who participate in core ADVANCE activities are more likely to be retained than non-participants. Over the last eight years, UMCP has seen a decrease in the percent of assistant professor women who resign pre-tenure, more similar rates of success and years to full professor between men and women, and three-fourths of leadership fellows program participants move into on-campus leadership roles.

**Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.**

Affordability. UMCP strives to keep high-quality educational programs affordable for Maryland residents. Awards from the UMCP's need-based grant program increased by 17.4% from FY16 to FY17. The Maryland Incentive Awards program continues to expand and fund low-income students from 21 Baltimore City and Prince George's County high schools. "Keep Me Maryland" addresses a significant increase in student appeals for emergency aid to remain in school, and has raised over \$1.5M for the most needy students. Seventy percent of the students that apply for financial aid receive some form of assistance. Students who take out student loans graduate with an average debt of \$28,122—6.6% lower than the \$30,100 national average. The Office of Student Financial Aid's special circumstances committee reviewed over 900 student appeals for additional aid in FY17 and provided some financial relief to 77% of those students.

Accessibility. UMCP is committed to providing Maryland residents with an accessible, affordable college education and continues to build undergraduate programs at regional centers such as the Universities at Shady Grove (USG) and the Southern Maryland Higher Education Center (SMHEC). Programs are designed for students who complete their first two years of coursework at a community college, thus reducing the cost of a baccalaureate degree. Beginning

in Fall 2018, a new undergraduate major in Information Science will be offered at USG. As the scheduled opening of the new Biomedical Sciences and Engineering Education building approaches, UMCP is preparing to deliver three new engineering programs as well as an existing degree in Agricultural Sciences and Technology at USG. Two engineering programs (electrical and mechanical) are now also in place at SMHEC.

The Freshmen Connection (FC) Program enables freshmen admitted for the spring to take classes through Extended Studies and participate in activities in the fall before their spring enrollment. FC students have high retention rates, are academically successful, and graduate on nearly the same schedule as fall-term admits. The program will serve approximately 1,300 students in Fall 2018, a 30% increase over Fall 2017.

**Goal 3: Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.**

Quality of Research Development. Research awards totaled approximately \$500 million in FY18. This reflects UMCP's strengths in research fields spanning environmental adaptation and sustainability; national and global security; advanced computing, data analytics and visualization; quantum science; and human health. Notable accomplishments include: a \$17M FDA grant to help improve national food safety programs and international food standards; a \$8M NIH grant to study elderly hearing loss; and the creation of a quantum simulator using 53 interacting atomic qubits to mimic magnetic quantum matter, led by UMCP and NIST scientists.

Economic Growth and Vitality. UMCP drives regional economic diversification and growth through leadership in innovation, research, education, and entrepreneurship. In FY2017, UMCP generated 176 invention disclosures and 52 U.S. patents. To date, five startups have launched based on UMCP technology in FY18. Also in FY18, UMCP received a \$500,000 grant from the U.S. Department of Commerce to form the Mixed / Augmented / Virtual Reality Innovation Center, which aims to make our region a national hotspot for immersive media development.

Local Economic Development. The Discovery District is an award-winning research park and home to dynamic academic and office spaces, public-private partnerships, and nearly 4,000 employees of the American Center for Physics, Food and Drug Administration, Intelligence Advanced Research Projects Activity, National Oceanic and Atmospheric Administration, Raytheon, and US Department of Agriculture. In FY18, UMCP announced new additions to the Discovery District, including: a partnership with Capital One to launch an Innovation Lab and prepare students to join key workforce areas, such as machine learning, data analytics and cybersecurity; the first WeWork location in Maryland and on a college campus; and BlueVoyant's forthcoming Global Cyber Analytics Center. Since October 2017, UMCP's Small Business Development Center provided counseling and training to 4,827 entrepreneurs and small business owners; helped clients create 1,430 jobs statewide; and assisted clients in obtaining more than \$3 million in loans or equity financing.

MPowering the State. MPower is a collaboration between UMCP and University of Maryland, Baltimore (UMB) that creates complementary, multi-disciplinary, cross-university alliances. This collaboration fosters the growth of Maryland's innovation economy and fuels the state's

reputation as an international intellectual and commercialization leader. UM Ventures combines resources and offices to commercialize university inventions, launch university startups, and add jobs in Maryland. Startups created since 2011 equal 75, with nearly half created in the last two years. The Institute for Bioscience and Biotechnology Research (IBBR) is a joint research enterprise created to enhance collaboration among UMCP, UMB, and the National Institutes of Standards and Technology in biological and quantitative sciences, medicine, and engineering, and to translate UM intellectual property into new commercial opportunities. UMCP and UMB built an effective joint research proposal infrastructure that has streamlined shared proposal development and research administration. Research funding has increased substantially with 450 proposals and \$139 million in new funding. With a focus on bioinformatics, the Center for Health-Related Informatics and Bioimaging (CHIB) uses computational tools to support investigators at both universities. CHIB successfully contributed more than \$70 million to the total funding attributable to MPower initiatives. The Center for Maryland Advanced Ventures promotes commercialization of high potential, university-based discoveries to spur economic development and job creation. The center assists university-affiliated startups to locate in Baltimore City, and manages the Maryland Momentum Fund, a \$10 million fund investing in early stage companies affiliated with USM. The Center for Economic and Entrepreneurship Development advances high potential education and research areas like neuroscience, virtual and augmented reality, biomedical devices, data analytics, and cybersecurity.

**Goal 4. Expand our Maryland family of alumni and constituents to achieve a network of support that is the hallmark of an outstanding research institution.**

Support. In FY18, UMCP secured 13 gifts of \$1M or more, totaling \$180M. These gifts, including a portion of the historic gift by the A. James and Alice B. Clark Foundation, combined with other dollars raised totaled \$253M. With the May 2018 public launch of the Fearless Ideas campaign, which aims to raise \$1.5B, and with numerous regional campaign events planned in cities across the country, we expect fundraising momentum to build throughout FY19.

Expanding the Maryland Family. In FY18, donor counts declined compared to the previous fiscal year. Traditionally, performance of solicitation efforts that contribute to donor counts ebb and flow due to strategy changes and external influences. Giving Day brought in 7,600 gifts, exceeding the previous year's results by 1,400. Online giving continues to be a growth area and social media advertising has proven to assist acquisition strategies. Direct mail solicitations are steady and may contribute to online giving because that method is more convenient for some. Donor acquisition and retention from the Tell-A-Terp call center dipped due to organizational management changes made by the vendor; corrections are in place for FY19. Athletics had a stronger financial year than FY17, but alumni donors dropped slightly, which may be a reaction to recent tax reform changes on Terrapin Club benefits. Sluggish acquisition results for Alumni Association memberships also contribute to our downturn in donor counts for FY18.

**Goal 5: Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.**

Increased numbers of STEM majors. UMCP committed to using state enhancement funds to support an additional 400 STEM majors by FY17, and exceeded that goal with over 2,000

additional majors. The College of Computer, Mathematical and Natural Sciences, A. James Clark School of Engineering, and School of Public Health continue steady increases in undergraduate majors. The College of Information Studies launched a new undergraduate major in Information Science in Fall 2016, with over 350 declared majors in Fall 2017 and continued growth expected. Computer Science major enrollments also continue to grow, with over 3,500 as of Fall 2017. UMCP recruits and hires faculty and staff to support STEM majors and to improve their academic success, time to degree, and graduation rates. Renovations continue in the School of Public Health building to accommodate the surge in majors and related increase in faculty.

According to the most recent 2017 Diverse Issues in Higher Education data, UMCP is a top producer of minority graduates in STEM fields. Nationally, UMCP ranks fourth in master's and sixth in doctoral degree production for African Americans in engineering. UMCP also ranks first in doctoral degree production for all minorities in math and statistics and ninth in master's degree production among those of two or more races in the physical sciences.

In the First-Year Innovation & Research Experience (FIRE) program, students earn degree credit while engaging with faculty and peers in the yearlong development of skill sets in authentic inquiry, innovation and experimental design, and scholarly communication. FIRE launched in 2014-15 and served nearly 225 freshmen. In 2018-19, FIRE will continue to grow to serve over 600 undergraduates from nearly all campus majors through 17 discrete research groups. Faculty-led FIRE research streams derive from a broad spectrum of disciplines including physical, life, and computer sciences, engineering, social sciences, public health, arts, and humanities.

Increased production of STEM teachers. Sixty individuals eligible for STEM certification in Maryland and another 13 practicing teachers who qualify for an add-on endorsement in middle school math graduated from UMCP in AY17-18. The first regular cohort of candidates in the Terrapin Teachers program, which produces highly qualified teachers in STEM subjects, completed their degrees in 2017-18. The M.Ed. Teacher Leadership: Special Studies in STEM Education program is a new STEM-based certification option with local school districts.

Teacher Education. UMCP's College of Education made significant curriculum changes in teacher preparation programs for critical shortage areas (STEM, special education, and TESOL). In addition to the new early childhood / special education dual major, the College is adding a track to the undergraduate special education program that will lead to dual certification in elementary and special education. UMCP collaborates with local school districts to design innovative grow-your-own programs. One is a partnership with Prince George's County Public Schools and Prince George's Community College to develop an Early College program in middle school math and science. Students will matriculate at UMCP in Fall 2021 and complete in Spring 2023. The College also collaborates with Montgomery County Public Schools to help para-professionals transition into teaching careers. The curriculum will incorporate online, hybrid, and face-to-face delivery formats and focus on special education or English learners.

## Response to Commission's Questions 2017

### UMCP Response.

UMCP undertook several initiatives aimed at helping students meet educational goals. Building a comprehensive list of programs aimed at closing the achievement gap organized by theme and target population allowed administrators to review overlaps and gaps in student services. Piloting an ID swipe process set the foundation for further program evaluation based on student participation. Initial efforts to incorporate ID swipe records into program evaluation will continue in the coming year and more data will be available at that time. In-depth review of living learning and other special programs included piloting a new, more structured process involving program staff, faculty, students, and review team members. Though last year's process did not review programs specifically aimed at closing the achievement gap, it provided a conduit for thinking deeply about inclusion and diversity within the living learning programs reviewed and set the foundation for a successful program review process.

### Commission's 2017 Question Text.

*Objective 1.4: Maintain the second-year student retention rate of all UMCP students between 94.7 percent in 2014 to 95 percent or higher by 2019.*

*Objective 1.5: Increase the six-year graduation rate for all UMCP students from 84.1 percent in 2014 to 85 percent by 2019.*

*Objective 1.8: Maintain the second-year retention rate of African-American students from 93.6 percent in 2014 to 95 percent by 2019.*

*Objective 1.9: Increase the six-year graduation rate for UMCP African-American students from 77.4 percent in 2014 to 79 percent by 2019.*

Commission Assessment: In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported that its second-year retention rate for African American students (94.9%) was almost the same as that of the total student population (95.3%). Yet, the University also reported that its six-year graduation rate for African American students (81.1%) lagged behind the rate for the total student population (86.6%).

In its Report, the University acknowledges that achievement gaps exist between its student populations and describes several initiatives aimed at helping ensure students meet their educational goals. The University states it “cataloged programs aimed at closing the achievement gap and conducted a pilot of an ID swipe system [and]... started to catalog living learning and other special programs and began to conduct in-depth reviews of these programs.”

Please discuss any preliminary results from this analysis and share any best practices that may be replicable at other institutions.



## MISSION

As the State's premier public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park campus (UMCP) serves the citizens of the State through three broad mission areas of research, teaching, and outreach. The University is the State's primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing highest quality undergraduate instruction across a broad spectrum of academic disciplines, and contributing to the economic development of the State.

## VISION

The University of Maryland, College Park campus serves the citizens of the State by leading the ranks of the nation's premier public research universities. It is nationally and internationally recognized for the quality of its faculty and students, for its outstanding academic and research programs across the disciplines, for programs in the arts that are a national model of excellence and community involvement, and for outreach and service initiatives that are key resources for the well-being of the citizens of the State. UMCP provides the highest quality undergraduate education, noted for its breadth, depth and many special opportunities for students. Graduate education - the hallmark of a first-rate research university - includes, at UMCP, both professional and research degree programs overseen by a world class faculty whose interests span an extraordinary range of research and scholarship that is characterized by creativity, innovation, impact, and inclusiveness, and that attracts graduate students of the highest academic caliber from every ethnic and racial group.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

**Goal 1. Provide an enriched educational experience to our undergraduate students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.**

- Obj. 1.1** Maintain or reduce the difference in six-year graduation rates between all students and African-American students from 6 percentage points in 2014 to at or below 6 percentage points in 2019.
- Obj. 1.2** Reduce the difference in six-year graduation rates between all students and Hispanic students from 6 percentage points in 2014 to 5 percentage points in 2019.
- Obj. 1.3** Create an ethnically and racially diverse community by achieving and maintaining a critical mass of at least 40 percent minority undergraduate students through increased recruitment and retention efforts of minority students between 2014 and 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage point difference in graduation rates from UMCP							
African-American students and all students	6	7	6	6	6	5	5
Hispanic students and all students	6	5	6	3 <1		5	5
Percentage of minority undergraduate students enrolled in UMCP	41%	42%	43%	43%	43%	40%	40%

- Obj. 1.4** Maintain the second-year student retention rate of all UMCP students between 94.7 percent in 2014 to 95 percent or higher by 2019.
- Obj. 1.5** Increase the six-year graduation rate for all UMCP students from 84.1 percent in 2014 to 85 percent by 2019.
- Obj. 1.6** Maintain the second-year retention rate of all UMCP minority students from 95.1 percent in 2014 to 95 percent by 2019.
- Obj. 1.7** Increase the six-year graduation rate for all UMCP minority students from 82.2 percent in 2014 to 83 percent by 2019.
- Obj. 1.8** Maintain the second-year retention rate of African-American students from 93.6 percent in 2014 to 95 percent by 2019.
- Obj. 1.9** Increase the six-year graduation rate for UMCP African-American students from 78 percent in 2014 to 79 percent by 2019.
- Obj. 1.10** Maintain the second-year retention rate of UMCP Hispanic students from 94.6 percent in 2014 to 95 percent by 2019.
- Obj. 1.11** Increase the six-year graduation rate for UMCP Hispanic students from 77.7 percent in 2014 to 81 percent by 2019.

**Obj 1.12** Increase the percentage of transfer students who graduate at UMCP from 60 percent in 2014 to 75 percent by 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Second-year freshman retention rate from UMCP: all students	94.7%	95.7%	95.4%	95.3%	95.8%	95.0%	95.0%
All minority students	95.1%	95.8%	96.0%	95.8%	96.7%	95.0%	95.0%
All African-American students	93.6%	95.4%	96.7%	94.9%	95.1%	95.0%	95.0%
All Hispanic students	94.6%	93.3%	93.1%	95.9%	95.7%	95.0%	95.0%
First-time freshman six-year graduation rate from UMCP: all students	84.1%	84.6%	86.4%	86.6%	85.4%	85.0%	85.0%
All minority students	82.2%	82.9%	84.9%	85.3%	84.8%	83.0%	83.0%
All African-American students	78.0%	77.4%	80.9%	81.1%	79.5%	79.0%	79.0%
All Hispanic students	77.7%	79.9%	80.4%	84.1%	85.0%	81.0%	81.0%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in	60%	71%	74%	76%	79%	75%	75%

**Goal 2. Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.**

**Obj. 2.1** Maintain or reduce the percentage of the class who default on federal loan programs below 4 percent between 2014 and 2019.

**Obj. 2.2** Increase the six-year graduation rate for low financial resource students from 77 percent in 2014 to 82 percent by 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percentage of borrowers in the class who enter repayment on federal loans and default prior to the end of the following fiscal year	4.2%	2.8%	2.0%	2.0%	2.4%	4.0%	4.0%
First-time freshman 6-year graduation rate from UMCP - UM Low Financial Resource Students	77.4%	81.0%	83.5%	83.7%	80.5%	82.0%	82.0%

**Goal 3. Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.**

**Obj. 3.1** Increase total research and development (R&D) expenditures reported by the National Science Foundation (NSF) from \$458 million reported in FY 2014 to \$470 million in FY 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Total R&D expenditures, as reported by NSF (\$ millions)	\$492	\$485	\$506	\$539	\$549	\$561	\$572

**Goal 4. Expand our Maryland family of alumni and constituents to achieve a network of support that is the hallmark of an outstanding research institution.**

**Obj. 4.1** The total number of annual alumni donors to the University will increase from 20,503 in 2014 to 25,250 by 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Total number of annual alumni donors	20,503	23,324	23,428	23,935	22,141	24,000	25,250

**Goal 5. Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.**

**Obj. 5.1** The percentage of UMCP alumni employed in Maryland one year after graduation will be maintained from 49 percent in Survey Year 2014 to Survey Year 2017.

**Obj. 5.2** Increase the number of UMCP degrees in STEM fields (science, technology, engineering, and math) from 3,378 in 2014 to 3,650 by 2019.

**Obj. 5.3** Increase the number of UMCP teacher education program completers from 337 in 2014 to 350 or higher in 2019.

**Obj. 5.4** Maintain the percentage of UMCP students satisfied with education received for employment from 95 percent in Survey Year 2014 to Survey Year 2017.

**Obj. 5.5** Maintain the percentage of UMCP students satisfied with education received for graduate or professional school at or above 97 percent between Survey Year 2014 and Survey Year 2017.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage of UMCP graduates employed in Maryland one year after graduation (triennial measure)		N/A			N/A		
Percentage of UMCP alumni employed full - or part-time one year after graduation (triennial measure)		N/A			N/A		
Number of UMCP STEM field degrees	3,378	3,563	3,717	3,981	4,399	3,650	3,650
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	337	311	352	295	280	265	350
Percentage of alumni satisfied with education received for employment one year after graduation (triennial measure)	95%	N/A	N/A	92%	N/A	N/A	95%
Percentage of alumni satisfied with education received for graduate or professional school one year after graduation (triennial measure)	98%	N/A	N/A	89%	N/A	N/A	97%

## UNIVERSITY OF MARYLAND EASTERN SHORE Managing for Results Accountability Report - 2018

### **Mission**

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World.

### **Overview**

This is the fourth report for the 2015-2019 Performance Accountability Report/Managing for Results cycle. Overall, student headcount enrollment at the University of Maryland Eastern Shore (UMES) continued to experience a very significant decline from 3,906 (fall 2016) to 3,492 (fall 2017). Undergraduate headcount enrollment declined from 3,278 in the fall of 2016 to 2,862 in 2017, a decline of 12.7%. Meanwhile, the graduate headcount experienced a slight increase by two students from 628 to 630 during the same period. However, UMES has continued to maintain a diverse student population during the period of this report, with student enrollments from 23 Maryland counties and Baltimore City; 31 states in the United States (including the District of Columbia); and 39 foreign countries.

UMES' strategic priorities continue to be guided by five goals that focus on high quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. The 2011-2016 Strategic Plan, which has been extended to 2018, complements and supports the three priority themes of the current Maryland State Plan for Postsecondary Education: (1) providing equitable access to affordable quality postsecondary education for all Maryland residents, (2) promoting and implementing practices that will ensure success, and (3) fostering innovation in all aspects of Maryland higher education to improve access and success.

### **Accountability Goals, Objectives, and Performance Measures**

As in previous years, the five goals of the UMES 2011-2016 strategic plan have guided the PAR/MFR effort over the course of AY 2017-2018. The aggressive agenda of the plan sets the course for progress and advancement in the following five key areas:

- (1) *Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce (MFR Objectives 1.1, 1.2, and 1.3), which provides insight into preparedness of graduates.*

UMES is consistently reviewing its program offerings to ensure that it meets effectively the needs of its students and other stakeholders. In fall 2017, a total of 174 students were enrolled in the three-year Doctor of Pharmacy program (i.e., a decline of 7.9% from fall 2016 enrollment of 189). Fifty one (51) of these students graduated with the Doctor of Pharmacy degree in spring of 2018, a decrease of 15% on the 60 spring 2017 graduates. Despite an overall decline in enrollment, UMES experienced some growth from fall 2016 to fall 2017, including in such programs as Biochemistry (32 to 36), Aviation Science (50 to 62), Engineering Technology (54 to 62), Criminology & Criminal Justice (8 to 12), Cybersecurity (8 to 14). Enrollment also increased in the research/scholarship doctoral programs in Education Leadership (36

to 45), Food Science & Technology (12 to 13), Marine-Estuarine-Environmental Science (30 to 31), and Pharmaceutical Sciences (3 to 8). Increased enrollment in research/scholarship programs is critical for UMES' maintenance and sustenance of its Carnegie Doctoral University (Moderate Research Activity) classification.

- (2) *Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness (MFR Objectives 2.1, 2.2, 2.3, and 2.4)*, which monitors the value that UMES provides and includes measures regarding access to higher education for many citizens of the State of Maryland.

The fall 2017 student and faculty profiles indicate that UMES continues to be among the most diverse HBCU campuses in the University System of Maryland (USM), and in the nation. The ethnic distribution of undergraduate students for fall 2017 was: Black 75.2%, White 10.8%, Asian 1.2%; Hispanic 3.8%, Foreign 2.9%, Two or More Races 5.4%, and Unknown Race 0.9%. In addition, 78.8% of the students came from the 23 Maryland counties and Baltimore City, with Prince George's, Baltimore City, and Wicomico County accounting for 22.8%, 9.3%, and 8.6% of the enrollment, respectively.

- (3) *Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to effectively lead and compete globally (MFR Objectives 3.1 and 3.2)*, which monitors progress towards sustained growth in providing education and employees in areas of critical workforce needs in the state and nation.

UMES recognizes the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. In the area of training of teachers, UMES has maintained a 100% pass rate in PRAXIS II over the past eleven years (2006-2017). Recognizing the important role of STEM in promoting innovation, UMES also pays close attention to the production of STEM graduates. In AY 2017-2018 UMES awarded 122 STEM degrees, representing an increase of 3.4% on AY 2016-2017 awards.

To address the issue of producing a globally competent citizenship, UMES continues to support a comprehensive international program through three cooperative agreements between UMES and the U. S. Department of Agriculture. UMES provides technical assistance to the U. S. Agency for International Development (USAID). In AY 2017-2018, UMES provided six long-term advisors assigned to USAID offices in Washington DC. These individuals provide technical assistance and training to several developing countries including those in Africa.

- (4) *Enhance academic and administrative systems to facilitate learning, discovery and community engagement to gain national and international eminence (MFR Objectives 4.1, 4.2, 4.3, and 4.4)*, which helps gauge the University's growth and student success as demonstrated by retention and graduation rates.

The University of Maryland Eastern Shore continues to be proactive in its approach to online learning and enrollment in distance education. While students continue to benefit from traditional face-to-face instruction as they have done in the past, they also have Blackboard as an additional resource for communication. Currently, enrollment for the only online program in Cybersecurity has increase its enrollment from eight in AY 2016-2017 to 14 in AY 2017-2018. Meanwhile, UMES continues to provide students opportunities for taking on-line, web-assisted and web-based courses. In AY 2017-2018, 1,882 students took online or web assisted courses, representing a decline of 12.5%, consistent with the decline in overall student enrollment (see objective 2.3 of MFR matrix).

- (5) *Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise (MFR Objectives 5.1, and 5.2)*, which monitors UMES' progress as it maintains its legacy as an 1890 Land-Grant institution and maintains its Carnegie Doctoral University (Moderate Research Activity) classification, obtained in 2016. This reclassification means that UMES is among 335 Doctoral Universities (7.5%) out of 4,464 higher education institutions in the nation. In AY 2017-2018, UMES awarded 20 research/ scholarship doctorates, and therefore continues to meet the threshold number of awards for this classification.

In an effort to manage university resources efficiently and effectively, UMES continues to encourage all its divisions, departments, and operational units to pursue aggressively external public and private funds to support the academic enterprise at the University. UMES continues with its efforts to raise funds through grants and contracts and donations from friends and alumni of the University. In FY 2018 UMES raised \$15,578,413, representing a decline of 22.9% in grants and contracts from FY 2017; and \$1.7 million in donations and gifts, falling short of the target of \$2 million by 15%. Meanwhile, UMES achieved budget savings of 3.0%, far exceeding its annual target of 1% in cost savings.

### **Institutional Assessment**

#### Responses to Commission Questions/Concerns

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported its second-year retention rates and six-year graduation rates for all students and African American students are almost identical. This is to be expected since the University is an historically black institution and African American students comprise the majority of the institution's undergraduate students.

However, both the second-year retention rate (63.0%) and the six-year graduation rate (43.0%) are well below the 2019 benchmarks established by the institution (80.0% and 50.0% respectively). The University acknowledged in its Report a decline in undergraduate enrollment and a corresponding decline in retention rates and flattened graduation rates. In response, the University discussed several efforts, including the President's commitment to sustain student retention and graduation as a central strategic priority. The University also states "several programs have been put in place to reestablish and sustain the upward trajectory of the retention and graduation trends." Please detail these programs, providing information on how they are evaluated for their effectiveness at helping the University meet its aggressive goals. Which individual strategies have been most effective at increasing retention and graduation rates, and which have been less effective?

### **UMES Response**

#### Background

For two consecutive years (fall 2016 and fall 2017) UMES has experienced significant enrollment declines including non-returning first-time, full-time students. In addition, serious declines have also occurred in retention and graduation rates. This has partly been due to staffing instability in enrollment management and less effective enhancement of onboarding and orientation processes. To help address this, new staff have recently been hired, including directors of Admissions and Financial Aid and a First Year Experience (FYE) coordinator.

#### Retention Rates

UMES is committed to sustaining an upward trajectory in student persistence and success and continues to include these priority outcomes in its strategic plan. To achieve its aggressive objectives for increasing its second-year retention rate to 80% (2019) for all students and African American students from 73%

(2014), several interventions have been implemented. These interventions include, but are not limited to (i) Enhanced First-year Experience-Hawk Mentor Partnership program, (ii) Future Outstanding Cohort of University Students (F.O.C.U.S), (iii) Tutorial services, (iv) Modified onboarding and orientation processes, and (v) Implementation of the Starfish Retention Solution.

### ***First Year Experience***

The enhanced First-Year Experience (FYE)–Hawk Mentorship program is a combination of courses and services to support academic and social integration of first year students. In AY 2016-2017 over 40 First-Year Experience courses were offered to freshmen by faculty, staff, and Hawk mentors, under the leadership of a newly-appointed FYE coordinator. FYE programming also included workshops and forums addressing such topics as Civic Engagement and Financial Literacy. The value added by students' participation in the FYE–Hawk Mentorship program is confirmed by grades at mid and end of semester. While 81% of participants scored a C grade and above at mid-term, 93% did so at the end of the semester in the fall of 2016. Since high academic performance increases chances of a student's retention (Nyirenda and Gong, 2010), students' participation in FYE courses and student support services/activities will continue to be encouraged and a systematic retention analysis between FYE and non-FYE retention rates will be conducted to assess the exact impact of FYE on second-year retention.

### ***The FOCUS (Future Outstanding Cohort of University Students) Academic Probation Program***

Students participating in FOCUS receive academic coaching/advising, facilitated workshops, tutoring and mentoring. Additionally, the FOCUS program includes an Academic Retention Success Strategies course, ARSS 188. This is a non-credit course in which all students on academic probation are encouraged to enroll and successfully complete the course. Those students who received a 'satisfactory' score in ARSS 188 received a higher cumulative GPA than those who did not receive a 'satisfactory' score. Also, there was a 16% difference in the cumulative GPA of all identified probationary students at the end of the fall 2016 semester.

Academic probation programming helped more students improve their academic standing during the 2017-18 academic year. This led to a higher percentage of students retained for the following semester. Academic coaching/advising provided students the chance to work individually with academic coaches to enhance their academic skills, gain confidence, discover motivation, and improve performance. Students scheduled 30 minute block appointments with their academic coaches at least twice each semester. In addition, facilitating workshops for all students but primarily FOCUS students was a strategy designed to expand students' knowledge in areas related to: study skills, note taking, test anxiety, learning styles, time management, and relationship building. In addition to offering services to the general student population, the Center for Access and Academic Success (CAAS) in the future will also systematically offer services to students with specific needs using a cohort model so that they can assess the impacts of different strategies on student retention more effectively including the retention of first-time, full-time student cohorts.

### ***Starfish Retention Solutions***

The acquisition and implementation of this leading enterprise student success system provides a comprehensive system that reinforces and enhances processes used to identify at-risk students, manage interventions, and build campus-wide collaboration. This will further support advising, student success initiatives, and consistency in retention practices, and will positively impact graduation rates.

### **Graduation Rates**

In an effort to increase graduation rates at UMES, academic departments and academic support staff implemented a 90 credit hour review. This support strategy requires that academic advisors in conjunction with the Office of the Registrar review the academic degree audits of students with 90 credits or more to ensure that the student is on track for graduation and is meeting all the requirements for degree

completion. This strategy has assisted the university with catching missed or incomplete requirements, thus allowing students to complete their degree requirements without additional semesters of enrollment. Another effort to increase progression and graduation rates is the C program which encourages students to take 15 credits per semester in order to complete the standard 120 credit hour degree program within four years. This is a win-win for both students and UMES. Students participating in *Take 15* typically graduate with a bachelor's degree in four years and significantly reduce their debt burden. The higher the four-year graduation rate, the greater the likelihood for UMES to achieve a higher six-year graduation rate.

For the upcoming academic year, additional programming will be put in place to reestablish and sustain an upward trajectory of retention and graduation rates that includes the use of predictive analytics to make data-informed decisions and provide attainable solutions to help prevent attrition and promote student completion. Other efforts include a revision of UMES' retention plan inclusive of a guided pathways approach that will monitor students' academic career from connection, entry, progression, through completion and full implementation of the Starfish Retention Solution (MFR Objectives 4.1, 4.2, 4.3 and 4.4).

## **Academic Quality**

### Accreditation and Licensure

UMES Physical Therapy students have achieved a 100% pass rate in the National Physical Therapy Exam for four years in a row. In addition, UMES has continued to be successful with its teacher licensure assessments. For eleven consecutive years (FY 2006 - FY 2016), UMES has reported 100% pass rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (**Objective 1.1**). Such a significant performance in licensure examinations is the result of new and innovative programming to better assist students to prepare for the examination. For example, the teacher education computer laboratory continues to provide all students with an opportunity to review and study in an innovative and conducive environment for learning.

Apart from the reaffirmation of accreditation by the Middle States Commission on Higher Education, UMES has maintained its reaffirmation of professional program accreditations for Chemistry, Education, Engineering, Pharmacy, Physical Therapy, Human Ecology, Rehabilitation Services, Golf Management, Technology, Hospitality and Tourism Management, Business Management, Accounting, Marketing, and Finance. In addition, UMES has maintained its Doctoral University (Moderate Research Activity) Carnegie Classification status during the current reporting period.

### Faculty

Faculty members are key to the success of any postsecondary institution in the delivery of its mission. UMES is fortunate to have academically strong, diverse, and dedicated faculty that are committed to helping students, many of whom are economically and educationally disadvantaged, to succeed in their studies, as well as engaging in scholarly and outreach activities, and leveraging resources to support the work of the University. The proportion of UMES full-time tenure and tenure track faculty with terminal degrees in their respective disciplines was 85% (FY 2018). Evidence of a high quality faculty is also provided by students through the evaluation of instruction survey. For example, in spring 2017 a majority of students (92%) indicated that their instructors made clear what was expected of students in their courses.

UMES continues to make a significant contribution to the State of Maryland by reaching out to first-generation college students and maintaining its commitment to the representation of this group. In the fall of 2017, demographic information on undergraduate students confirmed that 41% were first generation (**Objective 2.1**). Also, 53% of UMES students were economically disadvantaged. In addition, overall student diversity continues to be strong at UMES where over 39 countries are represented (**Objective 2.2**)



and 25% of the fall 2017 undergraduate enrollment was non-African American students. UMES also continues to serve a significant number of Maryland residents. In fall 2017, Maryland residents comprised 79% of the student population (graduate and undergraduate), with Prince George's (23%), Wicomico (9%), and Montgomery (8%) counties as well as Baltimore City (9%) accounting for most of the Maryland enrollment. Faculty diversity at UMES is strong. A breakdown of full-time faculty by race reveals that 33.8% are African American, 36.1% White, 0.5% American Indian, 17.8% Asian, 5.9% Foreign, 3.2% Hispanic, 0.9% Native Hawaiian, 1.4% Two or More Races, and 0.5% Unknown or Other Races. UMES' unique programs (e.g., Hospitality & Tourism Management, Physical Therapy, Engineering, and Pharmacy) and relatively low in-state cost of education (i.e., in-state tuition and fees amounting to \$8,042 per annum in FY 2018) continued to be major attractions.

#### Enrollment in Distance Education and Off-Campus Courses

The University of Maryland Eastern Shore continues to offer a significant number of its students opportunities for taking online and distance education courses (**Objective 2.3**). In the fall of 2017, 1,882 students enrolled in online or distance education courses, a decrease of 12.5% over the fall 2016 enrollment of 2,150. The Office of Instructional Technology has developed a set of guidelines and standards for fully online courses and continues to provide training and functional assistance for faculty. UMES uses both online and hybrid course formats and a majority of students continue to attend traditional classroom sessions as they have done in the past, but also have WebCT/Blackboard as an additional resource.

Although traditional classroom time is still deemed necessary, students benefit from having more flexible schedules for completing their work, including the development of abstract thinking skills and greater technical aptitude, consistent with the needs of the technological age. Students and faculty will continue to be jointly responsible for using alternative learning and teaching styles consistent with current web technology. The target of 3,000 students taking online courses by 2019 will be a challenge in light of declining enrollments (**Objective 2.3**).

#### Enrollment, Retention and Graduation Rates

For the second year in a row UMES experienced a very significant drop in enrollment both at the undergraduate and graduate level, declining from 3,906 in fall 2016 to 3,492 in fall 2017 (-10.6%). Reasons for the low enrollment include, but are not limited to, turnover in enrollment management personnel, a large number of students on academic probation who were unable to improve their academic standing, a low second-year retention rate that increased slightly from 63% (fall 2015 cohort) to 68% (fall 2016 cohort), and unsuccessful efforts at recruiting more transfer students. In response to these challenges, the President enhanced the UMES organizational structure by creating a new Division of Enrollment Management to be led by a vice president that is a member of the President's Cabinet. In addition, an Enrollment Management Taskforce that meets every Monday to monitor student enrollment, persistence and success has been established. Unfortunately, the position of Vice president for enrollment management was never filled. Staffing challenges notwithstanding, increasing enrollment at both undergraduate and graduate levels remains a top priority for all divisions and operational units at UMES. In addition, several programs have been put in place to reestablish and sustain the upward trajectory of the retention and graduation trends (**Objectives 4.1, 4.2, 4.3 and 4.4**).

#### **Maryland Workforce Initiatives and Partnerships**

UMES has been experiencing a steady decline in enrollment in education programs. However, UMES is keenly aware of the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. The decline notwithstanding, the university remains committed to providing support for aspiring pre-service teachers and those returning for training at the advanced levels. For the 2017-2018 academic year, the Education Department continued to provide students scholarships 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. Other recruitment strategies include (1) having a designated faculty member to work closely with Maryland Teaching Academies to create a pipeline of student who are interested in education to consider UMES; (2) participating in Recruitment Fairs, such as those in Anne Arundel County, Baltimore County, and Wicomico County that were attended by UMES education faculty and staff during this MFR's reporting period; (3) creating two Special Education certificates (Upper division Undergraduate and a Post Baccalaureate) to increase interest in Special Education; and (4) strengthening support for students who struggle to pass the required admission test. UMES uses a team approach that includes experts in the field. For example, Counselor Education faculty members help with test anxiety; Math faculty help with Math content; and a Reading faculty member helps with reading strategies and test taking skills. In addition, an advising coordinator supports students in test preparation, using a computer-based program as they prepare for their tests.

In AY 2018 UMES awarded 482 bachelor's degrees, continuing to make a significant contribution towards the States' goal of 55% of Marylanders having a college degree by 2025. In addition, during this reporting period UMES awarded 122 STEM degrees that are critical to innovation.

#### **Cost Containment Efforts in FY 2018**

The University of Maryland Eastern Shore continues its efforts to maximize the effectiveness and efficiency in the use of all resources (**Goal V**). The efficiency efforts saved the University approximately \$3.2 million in FY 2018. The most notable savings for the year occurred in the area of salaries, wages, and benefits where the university implemented a hiring freeze for filling permanent positions, reduced the need for physical plant overtime by realigning shifts, and eliminated positions by outsourcing vending and laundry services. Savings were also derived from utilizing employees instead of contractors, reducing the threshold requirement for competitive bids, eliminating purchases of desktop printers and toner, and installing new LED lighting in various locations on campus. Lastly, several initiatives involving technology implementations aided the institution in becoming more efficient.

#### **Summary**

Increasing student enrollment, second-year retention and graduation rates continue to be priority areas for greater and more focused attention by UMES. Overall, the University of Maryland Eastern Shore has made some progress in meeting its Managing for Results (MFR) goals and objectives during the period of this report. Academic quality is demonstrated by consistently high performance on national certification examinations such as the PRAXIS II, Pharmacy, and Physical Therapy. The number of academic programs accredited/reaffirmed (26 programs) or in the pipeline for accreditation continues to help UMES meet the threshold for maintaining and sustaining its Carnegie Doctoral University (Moderate Research Activity) classification. In addition, UMES continues to fulfill its mission of providing access to under-served, low-income (53%), and first generation (41%) students who are projected to be the main source for recruitment by postsecondary institutions in the future. Also, UMES continues to be among the most diverse in its student and faculty profiles among Maryland's public postsecondary institutions. It continues to contribute effectively to Maryland's goal of having 55% of Marylanders with a college degree by 2025. The number of bachelor's degrees (482) awarded in AY 2017-2018 demonstrates UMES' continued commitment to supporting the State's degree completion goal. Other significant accomplishments for this MFR report period include effective use of cost-avoidance measures that saved the University almost \$4 million dollars during this reporting period.

## MISSION

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the nation, and the world.

## VISION

UMES moves into the twenty-first century poised to become a Carnegie Doctoral Research University and a Four-Year 3 classified institution. As an 1890 Land-Grant University, it continues to be accessible to all groups, especially those of disadvantaged backgrounds. The University's faculty members are well-respected scholars and artists who contribute to the University's productivity and to their professions in areas of learning, performance, teaching, research, and service. With this firm infrastructure, the University is committed to sound academic quality and development of values-based leaders.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

**Goal 1. Sustain, design, and implement quality undergraduate and graduate academic programs to meet the challenges of a highly competitive and global workforce.**

**Obj. 1.1** Maintain a minimum passing rate on the Praxis II of 95 percent.

**Obj. 1.2** Increase the percentage of students expressing satisfaction with job preparation from 76 percent in 2014 to 90 percent in 2019.

**Obj. 1.3** Maintain the percentage of students expressing satisfaction with graduate/professional school preparation at a minimum of 90 percent in 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%	100%	100%	100%
Percentage of students satisfied with education received for employment (triennial measure)	76%	N/A	N/A	77%	N/A	N/A	80%
Percentage of students satisfied with education received for graduate/professional school (triennial measure)	85%	N/A	N/A	82%	N/A	N/A	85%

**Goal 2. Promote and sustain access to higher education for a diverse student population.**

**Obj. 2.1** Maintain the percentage of first generation students at a minimum of 40 percent through 2019.

**Obj. 2.2** Maintain the percentage of non African-American undergraduate students at a minimum of 25 percent through 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Total undergraduate enrollment	3,531	3,571	3,743	3,278	2,862	2,962	2,727
Percentage of first generation students enrolled	55%	55%	48%	50%	41%	40%	40%
Percentage of non African-American undergraduate students enrolled	27%	28%	27%	26%	27%	27%	27%

**Obj. 2.3** Increase the number of students enrolled in courses using distance education technology from 1,852 in 2014 to 3,000 in 2019.

**Obj. 2.4** Increase the number of students enrolled in courses at off-campus sites from 247 in 2014 to 300 in 2019.

**Obj. 2.5** Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of students enrolled in distance education courses	1,852	1,973	2,309	2,150	1,882	1,948	2,016
Number of students enrolled in courses at off-campus sites	247	279	281	241	225	233	241
Percent of economically disadvantaged students	57%	57%	54%	56%	53%	43%	43%

**Goal 3. Enhance quality of life in Maryland in areas of critical need to facilitate sustainable domestic and international economic development.**

**Obj. 3.1** Increase the total number of teacher education graduates from 18 per year in 2014 to 30 per year in 2019.

**Obj. 3.2** Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 133 in 2014 to 190 in 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Undergraduates enrolled in teacher education programs	52	31	30	27	15	16	17
Students who completed all teacher education programs	18	23	27	16	20	21	22
Number of graduates of STEM programs	133	128	160	118	122	126	130

**Goal 4. Redesign and sustain administrative systems to accelerate learning, inquiry, and engagement.**

**Obj. 4.1** Increase the second-year retention rate for all UMES students from 73 percent in 2014 to 80 percent in 2019.

**Obj. 4.2** Increase the six-year graduation rate for all UMES students from 39 percent in 2014 to 50 percent in 2019.

**Obj. 4.3** Increase the second-year retention rate for all African-American students from 73 percent in 2014 to 80 percent in 2019.

**Obj. 4.4** Increase the six-year graduation rate for African-Americans from 38 percent in 2014 to 50 percent in 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Second-year retention rates at UMES (or another public university in Maryland) for all students	73%	77%	73%	63%	68%	70%	72%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	39%	44%	38%	43%	45%	47%	49%
Second-year retention rate at UMES (or another public university in Maryland) for African-American students	73%	78%	73%	63%	68%	70%	72%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	38%	44%	39%	44%	46%	48%	49%

**Goal 5. Efficiently and effectively manage University resources and pursue public/private funds to support the enterprise.**

**Obj. 5.1** Raise \$2 million annually through 2019.

**Obj. 5.2** Maintain a minimum of 1 percent efficiency on operating budget savings (e.g., rate of operating budget savings achieved through efficiency measures) through 2019.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Campaign funds raised (\$ millions)	\$1.7	\$2.4	\$2.3	\$3.4	\$1.7	\$2.5	\$2.5
Percentage rate of operating budget savings	2.8%	1.0%	2.3%	2.3%	3.0%	1.0%	1.0%

# University of Maryland University College 2018 Performance Accountability Report Managing For Results

## Mission

UMUC's mission is to provide an affordable, accessible, and high-quality education to adult students around the world. UMUC fulfills this commitment by minimizing barriers and costs, maximizing convenience and flexibility, supporting students' career aspirations, and leveraging innovation, including state-of-the-art technology and leading-edge adult learning theory, to support student learning.

## Institutional Assessment

UMUC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMUC is committed to meeting the goals of access, success, and innovation in the 2017-2021 Maryland State Plan for Postsecondary Education as well as its Managing for Results (MFR) goals listed below:

1. create and maintain a well-educated workforce,
2. promote economic development in Maryland,
3. increase access for economically disadvantaged and minority students,
4. maximize the efficient and effective use of State resources, and
5. broaden access to educational opportunities through online education.

### State Goal 1: Access

As per the Maryland State Plan, this goal is to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents." UMUC supports this goal through MFR goals 3 and 5. The specific objectives established to meet those MFR goals are referenced below.

*MFR Objective 3.1: Maintain or increase the percentage of minority undergraduate students at 40 percent or greater, the percentage of African-American undergraduate students at 29 percent or greater, and the percentage of economically disadvantaged students at 49 percent between fiscal year 2014 and fiscal year 2019.*

- UMUC continues to see significant enrollments among minority undergraduate students, comprising 50% in FY18.
- In FY18, the percentage of African-American undergraduate students enrolled at UMUC decreased slightly to 25.8%.
- The percentage of economically disadvantaged undergraduate students enrolled at UMUC in FY18 increased slightly to 46%.

*MFR Objective 5.1: Increase the number of worldwide online enrollments from 243,303 in fiscal year 2014 to 252,000 in fiscal year 2019, increase the number of African-American students enrolled in online courses from 18,741 in fiscal year 2014 to 24,000 in fiscal year 2019, and increase the percentage of classes taught online from 86% in fiscal year 2014 to 90 percent in fiscal year 2019.*

- UMUC's worldwide online enrollments reached 288,336 in FY18.

- The number of African-American students enrolled in online courses in FY18 totaled 23,514, a 25% increase since 2014. At this rate of growth, UMUC is projected to meet its goal of having 24,000 African-American students enrolled in online courses by FY19.
- The percentage of UMUC classes taught online has remained at 76% for the last two fiscal years. This data was impacted by the reporting methodology change in FY16. Prior to that fiscal year, only stateside courses were included in this number; after FY16, the data was based on our worldwide course offerings which include hybrid and face-to-face courses offered overseas and as mandated by UMUC's contracts with the Department of Defense.

*MFR Objective 5.2: Maintain undergraduate tuition for Maryland residents at an affordable level.*

- UMUC's undergraduate resident tuition rate increased in FY18 by \$10 per credit hour, a 3% increase from FY17, keeping it among the lowest cost-per-credit institutions in the state.

Other measures of UMUC's success in meeting this state goal are noted below along with additional UMUC initiatives to increase affordability and accessibility:

- From Fall 2016 to Fall 2017, UMUC saw total undergraduate enrollment growth of 3.1%.
- In FY17, the most recent year for which final data is available, UMUC accounted for more than half (62%) of the total number of transfer students entering a USM institution as a new student and 27% of Maryland community college transfer students transferred to UMUC (3,303). UMUC also accounted for 80% of all new USM students who transferred from a non-Maryland institution. (USM Report, Transfer Students to the University System of Maryland, FY2017)
- In FY18, UMUC awarded almost \$2.9 million in grants and scholarships to students transferring from Maryland community colleges, and over \$2.5 million of those funds were specifically for UMUC Completion Scholarships (students who earned an associate's degree from a Maryland Community College).
- Of the over \$53 million in scholarships and grants awarded by UMUC worldwide, 52% went to minority students overall and 30% went to minority students living in Maryland.
- In our continued partnership with USM and edX, UMUC has expanded and grown MicroMasters offerings, having enrolled thousands of students from more than 100 countries, slightly over half of whom are between the ages of 26 and 40. EdX's mission of "increasing global access to quality education" aligns directly with UMUC's mission. Currently, UMUC is offering five MicroMasters programs, which students can choose to audit or earn a verified certificate to earn a MicroMasters: Accounting & Financial Management (AFM), Bioinformatics (BIF), Cloud Computing (CC), Instructional Design & Technology (IDT), and Software Testing & Verification (STV). All programs except for Accounting and Financial Management (AFM) having completed multiple full runs (first full run of the AFM series will finish in early October 2018). Between 5/31/2017 and 7/29/2018, a total of 192,216 students enrolled in UMUC's MicroMasters courses.

- UMUC Advising and Admissions units have adjusted their working hours to address student need. After examining call traffic in UMUC’s Service Center - a level 1 contact center that takes calls when regular offices are closed – it became clear that a significant number of students attempt to reach UMUC advisors on Saturday but could not. Based on these observed call patterns, the operating hours of those departments have been adjusted to take student calls between 10 AM - 6:30 PM on Saturdays.
- UMUC launched text messaging as a communication channel with prospective and returning students, enabling those who have opted in to text advisors for assistance during business hours. UMUC staff are able to send students who have opted in text messages to remind them of deadlines, upcoming events, and missing documents and can even engage in full service advising through text messaging for any students who prefer that.
- UMUC Europe is developing a “hub and spoke” model to offer the MBA foundation course every session, serving nearby locations. This will increase student choices and aid faster completion towards a Master’s Degree.
- UMUC Europe continues to take courses to our students, scheduling special offerings for military units, working with the military spouse population, and increasing service to high school juniors and seniors.
- UMUC@Odenton opened in January 2018 to provide optimal educational services to the Ft. Meade military and veteran community, which UMUC has serviced for decades. This leased facility contains office and classroom space, is located near the main gate of Ft. Meade, and provides soldiers, veterans and their family members with continued access to UMUC academic programs and services in an optimal and high tech classroom environment.
- UMUC Asia offers the i-Pathways GED preparation course to those who are interested in successfully completing the GED exam. UMUC faculty members also provide one-on-one tutoring in subjects such as math and English. When students are ready to take the exam, they can do so at one of UMUC Asia's National Testing Centers that are located at various sites throughout Japan, South Korea, and Guam.

### **State Goal 2: Success**

As per the Maryland State Plan, this goal is to “promote and implement practices and policies that will ensure student success.” UMUC supports this goal through MFR goal 1. The specific objectives established to meet this MFR goal are referenced below.

*MFR Objective 1.1: Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal or greater than 1,600 in fiscal year 2019. This objective is assessed triennially using the MHEC Alumni Survey.*

- In FY 2017, there were 2,412 graduates of UMUC employed in Maryland.

*MFR Objective 1.2: Increase the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs from 7,454 in fiscal year 2014 to 10,800 in fiscal year 2019.*

- UMUC saw an 8% increase in the number of students enrolled in STEM programs in FY18, for a total of 13,055, an overall increase of 75% since FY14.
- The total number of STEM bachelor’s degree recipients increased 21% over the prior year in FY18, for a total of 2,258, and an overall 101% increase since FY14.



*MFR Objective 1.3: Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 294,266 in fiscal year 2014 to 300,000 in fiscal year 2019.*

- Enrollment in courses delivered off campus or through distance education worldwide increased 3.9% over the prior year in FY18, totaling 329,337.

*MFR Objective 1.4: Maintain or increase the level of student satisfaction with education received for employment.*

*MFR Objective 1.5: Maintain or increase the level of student satisfaction with education received for graduate school.*

- The results of the triennially administered MHEC Alumni Survey indicate that the majority of UMUC's alumni are satisfied with their education and prepared to start or continue their careers:
  - 83% of respondents indicated that they would either definitely or probably attend UMUC again.
  - 90% of respondents indicated that they were satisfied or very satisfied with the relevance and currency of the content of their academic program
  - 86% of respondents indicated that they were satisfied or very satisfied with the quality of their instructional materials
  - 82% of respondents indicated that they were satisfied or very satisfied with the quality of teaching
  - 84% of respondents indicated that they were satisfied or very satisfied with how their academic program helped them to master concepts in their field
  - 83% of respondents indicated that they were satisfied or very satisfied with how their academic program helped them to apply the knowledge and skills in their field
  - 88% of respondents indicated that they were satisfied or very satisfied with how their academic program helped them to learn how to critically analyze ideas and issues.

Examples of UMUC initiatives aimed at increasing student success are noted below:

- Starting in January 2018, UMUC Admissions implemented virtual events for inquiries, applicants, and newly enrolled students. The virtual event, called JumpStart, provides live online classroom walk-throughs to ensure students are familiar with the online learning experience prior to the first day of class. Furthermore, participants are provided with the opportunity to learn more about UMUC degree programs, student support services, veterans and career services, financial aid and other payment options, community college completion scholarship and transfers, and time management and organizational skills. The live JumpStart events include live chat with advisors and live presentations that are recorded and shared with students who can access those resources for up to 30 days following the live event.
- Historically, students who enroll in their first term are at risk of dropping out before the first day of class (referred to as “melt”). To help create a positive experience for newly enrolled students and reduce melt at this stage in the student life cycle, UMUC Admissions has implemented “New Student Success” initiatives. Admissions Advisors

engage this student population through scheduled outbound advising calls with a focus on first-term student success.

- As the newest program in UMUC Asia's course catalog, the English as a Second Language (ESL) program is rapidly gaining popularity in the various locations throughout Asia where UMUC offers courses. Designed as a basic skills program that offers English language instruction to all members of the military community as well as host nation employees, UMUC Asia's ESL program provides non-credit courses that assist students in developing basic literacy skills in the English language. So far, 60 students have taken and completed ESL courses (mostly in Okinawa). Currently, 25 students are enrolled in ESL courses.
- UMUC Europe and UMUC Asia have developed New Student Orientation programs, including a Week of Welcome events during the first week of classes and Student Success Workshops to facilitate methods for students to meet their educational goals.

### **State Goal 3: Innovation**

As per the Maryland State Plan, this goal is to “foster innovation in all aspects of Maryland higher education to improve access and student success.” UMUC supports this goal through MFR goal 4. The specific objectives established to meet this MFR goal are referenced below.

*MFR Objective 4.1: Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.*

- UMUC continued to meet the cost containment target at 2% in FY17.

Specific UMUC innovations to improve access and student success are noted below:

- UMUC is conducting an institutional initiative to enhance and maintain the culture of academic integrity at UMUC through the Academic Integrity Work Group (AIWG). Established in April 2017, the AIWG is a cross-functional workgroup that includes faculty and staff from both the Graduate School and the Undergraduate School. The AIWG was charged to develop an institutional philosophy and recommendations for action in four main areas: curriculum design; teaching, learning, and assessment; faculty development, training, and support; policy and process for adjudicating academic misconduct; and educational and academic technology. UMUC’s philosophy on academic integrity was adopted in July 2018 and an implementation plan for recommendations is being developed. This approach has transformed institutional thinking and decisions about integrity by using collaborative design, a stakeholder inclusive process, and organizational change strategies.
- UMUC is revising our use of independent program advisory boards to further promote curriculum innovation and academic excellence. These advisory boards are a unique mechanism for further ensuring alignment of programmatic outcomes with employer and workforce needs, and is in direct service to our mission.
- UMUC Europe and UMUC Asia have established a livestreaming face-to-face (F2F) instructional option using the Zoom video conferencing platform. The live streaming modality connects a “host” classroom and a “remote” classroom, enabling UMUC to serve its military students who are geographically dispersed on active duty and minimize the disruption to their educational progress. In Europe, this has resulted in over 1000

students to date in courses employing this method. Out of Asia's 28 sites, 22 sites are capable of living streaming in all four of Asia's regions.

- UMUC Europe is taking advantage of its unique locations by offering 3-credit field studies history courses in locations like Berlin, Florence, and Dublin. This allows students to experience the history and culture of Europe first hand.
- UMUC's Career and Alumni Services is an exemplar of leveraging innovative technology solutions to further student success. Through the online CareerQuest platform students and alumni have perpetual, 24/7 access to a suite of resources, including the ability to customize their profile, access a wide range of services including event registration, tools and resources, job and internship listings, self-scheduled advising appointments, and mentoring. Users can create search alerts that will notify them on a daily, weekly, or monthly basis of positions fitting their search parameters. Career and Alumni Services administrators can target jobseekers based on programs of study, years of experience, security clearances, specific skills, geographic location, and industry interest to promote specific opportunities, as well as deliver detailed reports to program chairs so they can be fully cognizant of how their students are utilizing career services and the ever-changing career support needs. Employers also have access to public profiles and can filter to find candidates to suit their positions. Through the use of technology, jobseekers are able to help themselves thus freeing up the career advising team to support those with the most urgent or complicated needs.
- A particular highlight among the suite of Career and Alumni Services innovative uses of technology is the ability to prioritize services through identification of jobseekers who register for recruitment events. All who register are sent best practices and links to materials to help them prepare for the recruiting event, which in turn better prepares them in general for the job search; emails typically have a 50% to 60% open rate. In-person recruiting events use an app which benefits employers, jobseekers, and the university. Employers scan a unique barcode from the student/alumnus job seeker and instantly receive the jobseeker's profile, resume, and photo, and are able to make notes about their interaction as well as short list candidates. The jobseekers instantly receive contact information from the recruiters so they can follow up appropriately. Career and Alumni Services identifies those who have been shortlisted for follow up with further best practices on interview skills, and follows up with those who were not selected to move forward by recruiters to try to identify where their challenges are. In March 2018, more than 25% of UMUC's candidates participating in the career fair were shortlisted by recruiters. Virtual recruiting events use a platform which enables jobseekers to upload their resumes in advance as well as browse virtual booths and gather information about company culture, specific job openings, and any other information the employer wishes to share. Recruiters are able to access the resumes in advance and schedule virtual appointment times to chat one on one either via video, audio, or text chat in addition to chatting to those who come into the booth when the event is live. Employers have access to the platform and the resumes after the event, as well. Through the use of the app and the virtual recruiting platform, Career and Alumni Services been able to forward thousands of resumes to employers based on qualifications matched to job opportunities.

## Response to Commission Question

**Commission Assessment (not tied to a specific indicator):** In 2017, the University enrolled 11,959 African American undergraduate students, which is approximately 7,000 more African American undergraduate students than the largest historically black institution in Maryland.

Despite this sizeable enrollment of African American students, the University does not report on its retention and graduation rates of African American students for the Performance Accountability Report. Therefore, please describe what success and completion data the University collects on its students and what, if any, achievement gaps it identifies within its student populations. If there are gaps, please discuss what initiatives and efforts are in place to ensure all students enrolled at the University meet their educational goals.

By virtue of its mission, UMUC serves a diverse and highly non-traditional population of students. As of Fall 2017, more than 86% of UMUC undergraduates are transfer students; more than 67% are military-affiliated; 19% are military veterans; 75% work full-time; just under 50% have children under the age of 18 living with them; their median age is 31 years old; and they take as long as 6, 8 and 10 years to complete degrees. Thus, the monitoring of student success and completion is in the context of these unique student attributes. These include 6-year and 8-year graduation rates for stateside enrolled student groups:

Graduation Rates for Undergraduate Subgroups	% of Cohort	Stateside	
		6 year rate (150% time)	8 year rate (200% time)
New to UMUC, all undergraduates, fall 2009 <i>(All full time and part time degree-seeking students (new freshmen and transfers) who are new to UMUC and starting in the Fall)</i>	100.00%	24%	26%
New to UMUC, re-enrolled undergraduates, fall 2009 <i>(All full time and part time degree-seeking students (new freshmen and transfers) who are new to UMUC and starting in the Fall and reenrolled in the Spring semester)</i>	63.70%	35%	38%
First time FT, fall 2009 <i>(First time, full time, degree seeking students who are new to college and started in the Fall)</i>	2.7%	8%	9%
First time FT + PT, fall 2009 <i>(First time, full time and part time, degree seeking students who are new to college and started in the Fall)</i>	18.30%	6%	7%
Transfer students transferring more than 60 credits, re-enrolled, fall 2009 <i>(New fall transfer students with more than 60 transfer credits who re-enrolled in the Spring)</i>	25.50%	54%	57%
Veterans (Undergraduates), fall 2009 <i>(Veteran students who started in Fall)</i>	7.6%	32%	34%
SOC (Service Member's Opportunity College) - Military transfer students, FY2009 <i>(Undergraduate bachelor-seeking military students who transferred 9 credits or more, completed the 3rd 3-credit course in FY 2009 with the previous two courses completed no earlier than FY 2008, and earned a cumulative GPA of 2 or more)</i>	N/A	46%	51%

Those students most successful at UMUC are clearly those who bring transfer credit and who are successful in an online modality (as indicated by reenrollment in the following term). UMUC has initiated development of a comprehensive retention and success strategy, beginning with two complementary strategic hires in summer 2018, one each in Enrollment Management and Academic Affairs. A long-term retention and completion strategy, informed by business analytics, is under development to improve retention and graduation across all student groups of the university.

## MISSION

University of Maryland University College (UMUC) is a public university with more than half a century of experience providing open access to high quality educational programs and world class services to qualified students in the state of Maryland, the nation, and the world. The university is committed to students' success as its paramount goal and to an educational partnership with them for life.

## VISION

The University of Maryland University College will be the leading global university distinguished by the quality of our education, commitment to our students' success, and accessibility to our programs.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Create and maintain a well-educated workforce.

- Obj. 1.1** Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal to or greater than 1,600 in fiscal year 2019.
- Obj. 1.2** Increase the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs from 7,454 in fiscal year 2014 to 10,800 in fiscal year 2019.
- Obj. 1.3** Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 294,226 in fiscal year 2014 to 300,000 in fiscal year 2019.
- Obj. 1.4** Maintain or increase the level of student satisfaction with education received for employment.
- Obj. 1.5** Maintain or increase the level of student satisfaction with education received for graduate school.
- Obj. 1.6** Increase the number of students enrolled in the Master of Arts in Teaching (MAT) program to 225 by fiscal year 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
<sup>1</sup> Total undergraduate enrollment	26,740	35,154	42,892	44,219	44,219	51,260	54,406
<sup>1</sup> Total bachelor's degree recipients	4,209	4,459	5,638	5,883	5,883	6,391	6,583
Employment rate of graduates (triennial measure)		N/A			88%		
Number of graduates employed in Maryland (triennial measure)		N/A			2,412		
<sup>1</sup> Number of undergraduates enrolled in STEM programs	7,454	9,812	10,940	12,116	12,116	14,674	15,575
<sup>1</sup> Number of baccalaureate graduates of STEM programs	1,125	1,557	1,625	1,873	1,873	2,326	2,396
Number of worldwide off-campus and distance education enrollments/registrations	294,226	294,568	309,768	317,094	317,094	370,186	392,904
Percent of students satisfied with education for employment (triennial measure)		N/A			96%		
Percent of students satisfied with education received for graduate school (triennial measure)		N/A			97%		
<sup>1</sup> Number of students enrolled in MAT program	150	165	160	138	138	152	161

**Goal 2. Promote economic development in Maryland.**

**Obj. 2.1** Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree at 1.2 from fiscal year 2014 through fiscal year 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Median salary of graduates (triennial measure)		N/A			\$60,545		
Ratio of median salary of UMUC graduates to U.S. civilian workforce with bachelor's degree (triennial measure)		N/A			N/A		

**Goal 3. Increase access for economically disadvantaged and minority students.**

**Obj. 3.1** Maintain or increase the percentage of minority undergraduate students at 40 percent or greater, the percentage of African-American undergraduate students at 29 percent or greater, and the percentage of economically disadvantaged students at 49 percent between fiscal year 2014 and fiscal year 2019.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
<sup>1</sup> Percent minority of all undergraduates	46%	43%	44%	44%	44%	50%	50%
<sup>1</sup> Percent African-American of all undergraduates	29%	27%	26%	26%	26%	26%	26%
<sup>1</sup> Percent economically disadvantaged students	50%	49%	48%	44%	44%	46%	46%

**Goal 4. Maximize the efficient and effective use of State resources.**

**Obj. 4.1** Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of operating budget savings achieved through efficiency and cost containment measures	2%	2%	2%	2%	2%	2%	2%

**Goal 5. Broaden access to educational opportunities through online education.**

**Obj. 5.1** Increase the number of worldwide online enrollments from 243,303 in fiscal year 2014 to 252,000 in fiscal year 2019, increase the number of African-American students enrolled in online courses from 18,741 in fiscal year 2014 to 24,000 in fiscal year 2019, and increase the percent of classes taught online from 86 percent in fiscal year 2014 to 90 percent in fiscal year 2019.

**Obj. 5.2** Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number of worldwide online enrollments	243,303	248,104	265,520	274,581	274,581	324,099	343,989
<sup>1</sup> African-American students enrolled in online courses	18,741	20,819	21,915	22,827	22,827	26,431	28,053
<sup>1</sup> Percentage of courses taught online	86%	88%	74%	76%	76%	76%	76%
Undergraduate resident tuition rate per credit hour	\$258	\$266	\$279	\$284	\$284	\$294	\$300
Percent increase from previous year	3%	3%	5%	2%	2%	2%	2%

**NOTES**

<sup>1</sup> Beginning with 2016 data, UMUC is reporting all students worldwide, inclusive of all geographic locations and instructional modalities.

**Performance Accountability Report**  
**August 2018**  
**Morgan State University**

**Mission**

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the five goals of the University's ten-year strategic plan entitled, *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011– 2021*, including:

1. Enhancing Student Success,
2. Enhancing Morgan's Status as a Doctoral Research University,
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes,
4. Growing Morgan's Resources,
5. Engaging with the Community

**Institutional Assessment**

**Goal 1: Enhancing Student Success**

*Morgan State University will create an educational environment that enhances student success by hiring and retaining well qualified, experienced, and dedicated faculty and staff, by offering challenging, internationally relevant academic curricula, and by welcoming and supporting a diverse and inclusive campus community.*

In the most recent year, Morgan State University graduated 36% of its entering freshmen within six years. For African American freshmen, the six year graduation rate is 36%, which is above the national six-year graduation rate of 31%. While the graduation rate of the university is higher than would be predicted based on national data (i.e., UCLA Higher Education Research Institute), the goal is to increase graduation rate to 50% by 2025.

Second-year retention rates have been above 70% for the past five years, increasing from 68% for the 2009 cohort to 74% for the 2016 cohort for all students. Second-year retention rates for African American students have averaged around 74%.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation); and our predictive analytics platform (EAB-Student Success Collaborative) which will better predict student success in key classes and allow advisors and faculty to design interventions tailored for the individual student. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5<sup>th</sup> or 6<sup>th</sup> academic year to finish Morgan "on-time" in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Additionally, Morgan State University has several scholarship programs which specifically address the needs of non-traditional undergraduates. The Osher Reentry Scholarship Program provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor's degree on a full-time or part-time basis. Since the initial award in 2008 to the Center for Continuing and Professional Studies, the Bernard Osher Foundation has funded 218 scholarships totaling \$1,200,000 million dollars. Seventy-seven students have graduated as Bernard Osher Scholars.

The success of the Osher Scholarship Program has resulted in the funding of a new award, the Crankstart Reentry Scholarship Program begun in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work, Psychology, Engineering, Computer Science, Education, and Sociology. In March 2018, the Crankstart Foundation has provided a 2-year agreement of \$200,000 to fund the Crankstart Reentry Scholarship Program through 2020.

Morgan Online program facilitates the development of online degrees and courses as well as supporting the professional development of faculty teaching online. Since 2010, the total number of faculty trained to deliver on-line courses is 223. This increase in the number of faculty trained to develop online courses and to teach online is largely responsible for the dramatic increase in student enrollment in hybrid and online courses over the past decade. In academic year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. At the close of the 2017-2018 academic year, there were 5,680 course enrollments in a comprehensive array of online courses and 545 course enrollments in an expanded number of hybrid courses.



Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Data from the Maryland Longitudinal Data System Center reveal that close to 50% of our full-time undergraduates are simultaneously in the Maryland workforce. Fifty-One percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients has averaged around 30% in recent years. The success of Pell recipients is a special focus of initiatives undertaken as part of the University's Lumina Grant. These initiatives include using our predictive analytics platform, EAB, to identify at risk-students and our early alert advising system, Starfish, to inform students of their academic progress. Special campaigns will be undertaken to identify Pell recipients who have not completed their financial aid applications, or registered early for the next term, or have not registered for 15 credits. These targeted initiatives should have a positive effect on Pell recipients' success. Additionally, the University has partnered with the White House Initiative on HBCUs and the Federal Deposit Insurance Corporation (FDIC) to provide a comprehensive financial literacy program utilizing the FDIC's MoneySmart financial literacy curriculum. The vision for the Financial Literacy Program is to reverse the cycle of low family income and socio-economic status by enhancing the financial literacy of students and their families thereby increasing students' retention and graduation rates.

The University is facing increasing competition nationally for high-ability students as the number of high school graduates transition from an era of growth to one of modest decline. This trend, coupled with tightening amounts of institutional funding allocated to high-ability students at Morgan State University, has led to our inability to provide scholarships for all potential honors students. Despite these demographic and fiscal realities, the Clara I. Adams Honors College continues its efforts to recruit high-ability students and enhance the quality of its academic and co-curricular programs. Recent and forthcoming improvements include and are not limited to: (1) establishing the Greater Baltimore Collegiate Honors Council, a collaborative relationship with the honors programs and colleges in the Baltimore region (Coppin State University, Loyola University, Morgan State University, Towson University, the University of Baltimore, and the Community College of Baltimore County - Essex); (2) the development of Honors Course Enhancement Contracts that allow students to pursue an honors experience in standard General Education and upper-division courses; (3) a renewed emphasis upon exposing honors students to internships in the public and private sectors and preparing them to be competitive candidates for these opportunities; and (4) maintaining a relationship with the Humpty Dumpty Institute, a New York-based educational organization that exposes students to international policy makers and diplomats based at the United Nations and the United States Department of State, and gives them a head start in pursuing international internships and careers in the foreign service.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently, 18% of the student body is non-African American. International students are also a component of the university's diversity efforts. Since May 2014, the university has signed 40 agreements with international universities which facilitate student and faculty exchanges and study abroad opportunities. Five new agreements were formalized in academic year 2017-2018 to include 2 in Africa (Adekunle Ajasin University and Federal University Gashua), 2 in China (Hubei

University and Nantong University) and 1 in the Caribbean (Universite Publique de L'Artibonite aux Gonaives, Haiti). Morgan State University will become increasingly appealing to the general population as trendy programs evolve and facility improvements that accommodate 21<sup>st</sup> century state-of-the-art infrastructures emerge.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations; e.g., The Teacher Academy of Maryland, Laurel College Center, Maryland State Department of Education (Career and Technology Education), et al. In August 2017, with the approval of the Provost and President Wilson, the Transfer Center was restructured to better serve the needs of the University. The Transfer Evaluation and Articulation unit (TEA) moved under the Office of the Registrar and reports directly to the Registrar. As its name would suggest, this unit now completes transfer evaluations and coordinates the development and maintenance of articulation agreements. The newly established Office of Transfer Student Programming (TSP) focuses on student programming, implementing initiatives to ensure a positive transition experience for transfer students (e.g., orientation, NEXUS and Connect Programs, and the Tau Sigma National Honor Society). In spring 2018, TSP introduced an online transfer student orientation providing newly admitted transfer students the ability to complete their introduction to campus virtually from anywhere in the world, at any time.

State and national college enrollment trends continue to decline and are projected to decline further over the next five to ten years. The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in state recruitment philosophy to position the University to continue its enrollment growth. We must continue to increase our market share in out-of-state markets through initiatives such as regional recruiters and expanding our participation in large regional college fairs. Although the percentage of applications received from urban districts and community colleges may decline, this does not suggest that the total number of applications received from these demographics will decline. Additionally, within the State of Maryland those areas classified as urban districts are not considered the growth markets within the state. OUAR has modified its state recruitment philosophy to put a greater emphasis on the districts with high application and enrollment yields. Many of these districts support the enrollment of students from urban districts.

Several factors impact the number of graduates in STEM fields. First, we face stiff competition from other campuses statewide and nationally for the better prepared students. These students are attracted to campuses with state-of-the-art facilities and equipment with a high number of full-time faculty members who conduct research. Secondly, many of our students enter college academically underprepared especially in the mathematics and science areas. Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. Two initiatives with Google and Intel will provide our STEM students with opportunities to work with these leading innovators in technology. The University will have eight students majoring in computer science attending the HBCU West to spend a year on the Google campus to take approximately 30 credit hours of courses. The program is hosted by Howard University through the Domestic Exchange program and starts in August 2018.

A major accomplishment contributing to the goal of enhancing student success in 2017 was the establishment of a Center for Excellence in Teaching and Learning (CETL), and the appointment of its founding Director, Dr. Catherine Martin-Dunlop, formerly with the Morgan State

University School of Education and Urban Studies. The overall goal of CETL is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments in their classrooms. Its mission is to promote best practices in teaching that celebrate diversity, equity, and inclusiveness and lead to student success. CETL's work is guided by the scholarship on teaching and learning that is in turn grounded in the research in the field of faculty educational development. During 2017-18, 29 workshops/webinars were offered that covered 14 topics and included 10 different speakers. The 91 Morgan participants in these workshops included full-time staff and faculty, adjunct faculty, and doctoral students.

For the past, several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. The ability of graduates to gain employment in fields related to their majors is comparable to the statewide average. Alumni continue to contribute to the economic viability of the State. For the 2015 to 2018 period, survey results indicate that on average 70% of our alumni were employed in Maryland one year after graduation. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Graduate or professional school going rate is about 33% during the 2015-2018 period.

## **Goal 2: Enhancing Morgan's Status as a Doctoral Research University**

*Morgan State University will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in both STEM and non-STEM disciplines.*

The University awarded 53 doctoral degrees during Academic Year 2017-2018. This number reflects the quality and expansion of the University's inventory of doctoral programs, which has also made the university one of the state's primary sources of doctoral degrees granted to African-Americans in critical fields, such as engineering and public health.

The research enterprise at the university enjoyed another phenomenal year, garnering \$34M in awarded grants and contracts for FY18. This included the renewal of the research sub-contract for the NASA Goddard Earth Sciences Technology and Research (GESTAR) Program with Universities Space Research Association for another five years (from 2016-2021) for \$18.5M. Scientists like Dr. Melanie Follette-Cook, and Dr. Priscilla Mohammed at NASA's Goddard Space Flight Center were recognized for their outstanding technical accomplishments and publications. Dr. Andrew Farkas in the School of Engineering was a recipient of a \$1.4M grant from the U.S. Department of Transportation; both Dr. Catherine Martin-Dunlop (School of Education), Dr. Ernest Steele (School of Computer, Mathematics and Natural Sciences) and Dr. Robert Javonillo (School of Computer, Mathematics and Natural Sciences) were awarded research grants from the National Science Foundation for \$350,000 for techniques in concept mapping introductory biology courses and \$367,488 for computational thinking and visual learning respectively for Dr. M. Md Rahman. The \$24.3M ASCEND Program, sponsored by the National Institutes of Health, completed its third year creating an eminent cadre of undergraduate student researchers, and it is hoped many will seek graduate school doctoral studies in the biomedical sciences, thus creating the next generation of research scientists.

The University is optimistic that its designation as Maryland's Preeminent Public Urban Research University will raise Morgan's stature in the eyes of the sponsored funding community, leading to new research funding and partnerships at the Federal, State, and local levels.

### **Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes**

*Morgan State University will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.*

The Division of Information Technology (DIT) has noticed an increase in the number of third party services (also known as the "Cloud") procured by the university. This growing number of cloud-based services requires a very specific assessment method. To that end, the Information Systems Security Office (ISSO) has implemented the use of the Higher Education Cloud Vendor Assessment Tool (HECVAT). The HECVAT examines the methods employed by third parties to secure the university's data as it is being processed, stored, and accessed while in their custody. The current version of the HECVAT was developed in 2017 by EDUCAUSE for use by higher education institutions in assessing the security of cloud vendors. Morgan State University is among a list of institutions nationwide who require use of the assessment tool for cloud-based projects. Since fall 2017, the ISSO has reviewed 14 cloud-based projects using the HECVAT.

During spring 2018, DIT acquired a remote desktop support tool that allows DIT staff to install software, fix many common computer problems, and perform software upgrades on university-owned Windows and Mac computers on-the-spot instead of scheduling a future in-person visit. All remote sessions require the client's approval and are recorded for quality control and audit purposes. The tool is currently being used on select service calls for testing purposes and will be fully deployed in the first week of July 2018. It is anticipated that this tool will improve response time for what once required an in-person visit, improve client satisfaction, and allow DIT to manage university resources more efficiently.

In recent years, the University has increased investments into the safety and security of the campus. Those investments include additional security officers strategically placed throughout the campus on a 24/7 basis and additional cameras near University housing. As a public safety department, our vision is to provide safety and security for our community and enhance the educational opportunities of our students through effective community policing, vigilant presence and superior customer service.

The campus also has made progress in reducing energy consumption. Even though the campus square footage has increased in recent years, our utility consumption has been declining. In FY13 extreme outdoor temperatures caused our energy consumption to escalate, but since then the University's energy consumption is trending downwards.

#### **Goal 4: Growing Morgan's Resources**

*Morgan State University will expand its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, by seeking greater financial support from the alumni, the State and federal governments, private and philanthropic sources, and by establishing collaborative relationships with private as well as public entities.*

The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the \$10,000 plus giving level; an annual fund portfolio of 26,000 plus alumni and friends who make gifts in the range of \$1-9,999; a planned giving portfolio of 5,644 mature alumni; and a 6,000 plus young-future alumni portfolio of students and recent graduates. Cumulative private and philanthropic donations during the period FY'11 to FY'17 increased to \$42M representing a 32% increase from \$23.5M raised during the previous five-year period. The campus has paid attention to its alumni. Often other potential donors use alumni participation as one of the criterion in the decision to make a gift to an institution. Morgan has increased the percentage of alumni who contribute to the University ending FY'17 at 17%. The estimated FY'2018 cumulative private and philanthropic donations are \$51M while the estimated FY'18 alumni giving rate is 17%.

#### **Goal 5: Engaging with the Community**

*Morgan State University will engage with community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and in the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.*

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations. A notable accomplishment of the Morgan Community Mile includes the Solar Panel Initiative which fitted 31 homes in the Morgan Community Mile with solar panels and other energy saving upgrades. Another notable accomplishment is the "Live Near Your Work" program, an effort to increase home ownership of Morgan employees while supporting the revitalization of Northeast Baltimore.

Morgan State University's students also play an active role in the local area. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually through a variety of programs such as the College Discovery Academy which provides academic assistance to Baltimore students in 7<sup>th</sup> through 9<sup>th</sup> grade; the Brother 2 Brother Mentoring Program for young men in high school; and the Sisters Advancing Sisterhood in Youth (S.A.S.Y), a mentoring program for young women in high school.

Morgan also engages with and supports local businesses. A hallmark project is the 10,000 Small Business Initiative, a collaboration with Johns Hopkins University and the Community College of Baltimore, which will support new start-up companies in Baltimore.

Morgan's Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. Morgan's Patuxent Environmental and Aquatic Research Laboratory (PEARL) serves the state and the Chesapeake Bay watershed through its research designed to increase the understanding of costal ecosystems so that they may be properly managed and protected. The PEARL focuses on innovation to help Maryland's growing aquaculture business. The ASCEND ("A Student-Centered, Entrepreneurship Development") Center for Biomedical Research is focused on increasing diversity in the biomedical research workforce. The Goddard Earth Sciences, Technology and Research (GESTAR) program is a joint effort between Morgan State University, the University Space Research Association, and the Earth Science and Solar Systems Exploration Divisions of NASA's Goddard Space Flight Center in Greenbelt, Maryland. The program focuses on developing new space-based missions that help explain the behavior of Earth and other planetary systems. These three centers provide opportunities for Morgan students to participate in cutting-edge research. The Center for Reverse Engineering and Assured Microelectronics (CREAM) focuses on developing the skills of Morgan students studying to become cybersecurity engineers. Morgan's broad engagement with the community promotes the achievement of the State's strategic goal of fostering innovation in Maryland higher education.

## MORGAN STATE UNIVERSITY

*Objective 1.1: Increase the graduation rate of Morgan undergraduates to 40 percent by 2017.*

*Objective 1.3: Increase the second-year retention rate of Morgan undergraduates to 78 percent by 2017.*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported its second-year retention rates and six-year graduation rates for all students and African American students are almost identical. This is to be expected since the University is an historically black institution and African American students comprise the majority of the institution's undergraduate students.

The University reported that retention and graduation have received a great deal of focus and attention in recent years, noting that the rate has sustained at or above 70.0% for the past several years. Six-year graduation rates have also sustained at a rate of 30.0% or above over the same time frame. Describe the factors the University has identified that affect these trends. Which individual strategies have been most effective at increasing retention and graduation rates, and which have been less effective? What strategies are in place to help the University achieve its aggressive benchmarks?

**Institutional Response:** Beginning with the fall 2010 freshman cohort, Morgan has achieved retention rates above 70% for seven consecutive years. This was achieved through a combination of early intervention strategies, systematic tracking and monitoring, and academic coaching and mentoring. The Office of Student Success and Retention (OSSR) staff spend most of their time monitoring and tracking students' finances and satisfactory academic progress. The OSSR works to produce graduates of Morgan State University who are well prepared to meet the challenges of internship, graduate school, professional school, and career following their successful matriculation and graduation from the institution. As a result of grants from the Lumina Foundation, the Bill & Melinda Gates Foundation, and the Maryland Higher Education Commission, Morgan has invested in new technologies including the Education Advisory Board's (EAB) Student Success Collaborative (SSC), Hobson's Starfish Retention Solutions, and Ellucian's Degree Works. These tools have assisted the OSSR with strategic tracking and monitoring, auditing and degree planning, academic coaching and mentoring, course redesign, and predictive analytics. Our intrusive, intentional student success initiatives have helped Morgan gain national recognition for our efforts, winning the 2017 Hobsons Education Advances Award for Student Success and Advisement, the Association of Public and Land-grant Universities' (APLU) 2016 Turning Points Award, and the 2015 APLU Project Degree Completion Award for our outstanding efforts to increase retention rates and promote student success; Morgan State University is the only HBCU to ever have won these national awards.

One successful strategy to increase retention and graduation rates is first-year advising. In collaboration with the Center for Academic Success and Achievement (CASA), the Office of Student Success and Retention (OSSR) has utilized Starfish to assist with the academic advising of all first-year freshman students. All first-year freshman students are advised by CASA and OSSR staff. Departmental liaisons have been identified to provide additional curriculum details and advising strategies for the CASA and OSSR staff. Holds are placed on every first-year student's account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in Starfish for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through Starfish.

Every semester, Morgan averages more than 30,000 tracking items in Starfish. As a result of two Spring 2018 Starfish Progress Surveys and manually raised tracking items, Morgan had 35,077 flags or tracking items in Starfish from the Spring 2018 semester alone including 18,309 faculty raised flags + 7,314 kudos + 142 referrals + 29 to-do's + 9,283 system raised mid-term & final grade flags. Additionally, 65,501 attendance records were taken, 402 profiles were created, 305 faculty/advisor office hour blocks were added, and 2,657 appointments were created in Starfish between January 22, 2018 and May 11, 2018. We now have more than 300,000 unique data points in Starfish since its adoption in January 2014. Once per year, our Office of Institutional Research completes a comprehensive evaluation of Starfish to include both quantitative data and qualitative data from faculty and student surveys. A Spring 2015 analysis of Starfish (IPAS) from Spring 2014 through Spring 2015 by the Office Institutional Research at Morgan found that: 1) the majority of D's at mid-term were raised to C or better by the end of each semester; 2) the mean cumulative GPA of students with concern flags has been above 2.0, with about 75% of these students ending the semester with GPAs at or above 2.0; and, 3) results of the annual University Student Satisfaction Survey indicate that student satisfaction with advising increased from 2.4 to 2.6 on a scale of 0 (F) to 4 (A) from Spring 2014 to Spring 2015.

A Fall 2016 analysis of Starfish (IPAS) by the Office Institutional Research at Morgan found that: 1) 28,289 of the 32,037 Fall 2016 undergraduate grades had corresponding Starfish tracking items (flags, kudos, referrals, or to-do's); 2) the majority of D and F grades at mid-term (9,272 grades below C at mid-term) were improved to grades of C or better with the help of Starfish (5,166 grades below C at final); and, 3) of the 3,748 grades that did not have corresponding Starfish tracking items, 39 had grades of D and F at mid-term and that increased to 117 grades of D and F at final. For the first time, the correlation between Starfish and mid-term and final grades can be observed in both directions: with Starfish grades are likely to improve from mid-term to final, and without Starfish grades may slip from mid-term to final. Starfish Retention Solutions (by Hobsons) continues to operate as an invaluable, comprehensive, and transformative advising, tracking, and monitoring tool for Morgan State University.

For the OSSR staff (advising and counseling staff), Starfish, Degree Works, and EAB SSC have greatly reduced the hours of time spent identifying cohorts of students to be contacted manually. Also, Starfish has allowed for seamless intervention by the OSSR staff for identified cohorts of students, especially the early alerts triggered by instructional faculty. The result has been automated, individualized emails and messages to students from OSSR staff. For students,



Starfish has provided access to one online resource where all academic coaching and mentoring as initiated by OSSR staff, academic advisors, and faculty can be obtained and acted upon. Students' response rates to interventions including the scheduling of appointments has increased and facilitated more engagement with faculty, staff, and student support offices.

Integrating the Degree Works and EAB SSC (Education Advisory Board Student Success Collaborative) tools into the existing iPASS initiative at Morgan provides synergy and a “360 degree” approach to student success innovation. Together, Starfish Retention Solutions, Degree Works, and EAB SSC provide a seamless strategy to support students from matriculation to graduation to include education planning, counseling and coaching, and targeting risk and intervention. In 2016, Morgan State University was awarded the Lumina Foundation’s HBCU Student Success Grant. This three year project assists three HBCUs (Morgan State University, Howard University, and Dillard University) in implementing promising institutional policies and practices in order to 1) increase attainment for all students and 2) reduce attainment gaps. Utilization of the EAB SSC predictive analytics tool is at the heart of the activities and strategies we are employing to produce the expected outcomes. A secondary strategy for the Lumina HBCU grant, flowing out of the first, is the implementation of a second-year experience (SYE) program. Membership in EAB-SSC has allowed Morgan to more effectively utilize institutional data and comprehensive analytics to assess students’ academic progress, predict potential challenges, and develop highly targeted strategies that support their success. EAB-SSC is a three-pronged integrative approach to addressing student success through technology, research and consulting. The first prong, SSC-Campus, is a comprehensive student analytics and support technology platform that integrates analytics, interaction and workflow tools. SSC-Campus has expanded OSSR advisors’ access to individual and collective academic performance data, facilitate communication among academic advisers and academic support offices, and generate institutional reports in real time. By identifying and exploring factors that have the potential to positively inform curriculum, academic support, academic policy, and administrative process decisions, this tool has significantly improved our capacity to retain and graduate our students. Especially noteworthy is the utilization of the platform by the entire university community, including professional and faculty advisers, provost, deans, department chairs, enrollment management, student support offices, student affairs, institutional research, and assessment staff.

In 2016, in an effort to enhance and sustain increases in retention in graduation rates, Morgan’s President, Dr. David Wilson, hosted a "deep dive" retreat for his cabinet, deans, chairs, and senior administrators. Dr. Timothy Renick, Vice Provost and Vice President for Enrollment Management and Student Success, presented in-person an exciting example of strategic, systemic, and evidence-based change at Georgia State University set the tone for the introduction of a proposal for a new strategic campaign to increase Morgan State University’s graduate rates: The Morgan State University “50 by 25” Initiative: Getting More Students Across the Finish Line, a campaign to increase Morgan’s graduation rate to 50% by the year 2025 has continued into its second year with emphasis on three central themes: 1) Advising and Degree Planning; 2) Faculty Development and Course Redesign; and 3) Beyond Financial Aid (BFA). The “50 by 25” Campaign includes half-day, check-in meetings twice per year in April and November for the cabinet, deans, chairs, and senior administrators to report-out on their progress. The adoption of Starfish, Degree Works, and EAB SSC support the 50 by 25 Campaign to continue gains in student success.



## MISSION

Morgan State University is, by legislative statute, Maryland’s public urban university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master’s, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University’s ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success, Enhancing Morgan’s Status as a Doctoral Research University, Improving and Sustaining Morgan’s Infrastructure and Operational Processes, Growing Morgan’s Resources, and Engaging with the Community.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

**Goal 1. Enhancing Student Success – Morgan will create an educational environment that enhances student success.**

- Obj. 1.1** Increase the graduation rate of Morgan undergraduates to 45 percent by 2023.
- Obj. 1.2** Increase the graduation rate of PELL recipients to 40 percent by 2023.
- Obj. 1.3** Increase the second-year retention rate of Morgan undergraduates to 80 percent by 2023.
- Obj. 1.4** Increase the percent of high-ability freshmen to 27 percent by 2023.
- Obj. 1.5** Increase the diversity of undergraduate students to 18 percent by 2023.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Six-year graduation rate	34%	32%	30%	32%	37%	39%	40%
Six-year graduation rate of African-Americans	32%	32%	30%	31%	37%	39%	40%
Six-year graduation rate of PELL recipients	32%	29%	27%	29%	33%	36%	37%
FTE student-authorized faculty ratio	17.9:1	18.4:1	17.8:1	18.1:1	18.4:1	18.1:1	18.1:1
Average class size of first year course offering	25	24	26	31	25	25	26
Percent of first-year courses taught by full-time faculty	32%	31%	29%	28%	32%	30%	31%
Second-year retention rate	72%	75%	75%	71%	75%	75%	76%
Second-year retention rate of African-Americans	72%	77%	75%	70%	73%	73%	74%
Number of honor freshmen enrolled	157	162	162	217	213	228	238
Percent of honor freshmen enrolled	15.1%	18.3%	14.0%	19.0%	16.0%	14.0%	14.0%
Total percent of diverse students	11.2%	11.0%	13.0%	18.0%	18.4%	18.0%	18.0%
Percent of Asian or Native Hawaiian students enrolled	1.5%	1.4%	0.7%	1.0%	1.0%	1.0%	1.0%
Percent of Native American students enrolled	0.3%	0.3%	0.3%	0.2%	0.1%	0.2%	0.2%
Percent of Caucasian students enrolled	2.0%	2.0%	1.8%	1.9%	1.9%	1.9%	1.9%
Percent of Hispanic students enrolled	2.9%	2.9%	3.6%	3.5%	3.3%	3.5%	3.5%
Percent of International students enrolled	4.4%	4.4%	6.6%	11.4%	12.1%	11.4%	11.4%

- Obj. 1.6** Increase the percentage of Maryland community college transfer students as a percent of undergraduate enrollment to 10 percent by 2023.

- Obj. 1.7** Maintain the pool of college applicants to Morgan from urban school districts in Maryland at 40 percent in 2023.
- Obj. 1.8** Increase the number of bachelor’s recipients in science, technology, engineering, and math (STEM) fields to 240 by 2023.
- Obj. 1.9** Increase the number of baccalaureates awarded in teacher education to 70 by 2023.
- Obj. 1.10** Increase the percentage of students satisfied with their preparation for graduate/professional study to 98 percent by 2023.
- Obj. 1.11** Increase the percentage of bachelor’s recipients satisfied with education received in preparation for the workforce to 98 percent by 2023.
- Obj. 1.12** Increase the percentage of employers satisfied with employees who are Morgan bachelor’s recipients to 95 percent by 2023.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percent of Maryland community college transfer students	2.7%	2.8%	3.3%	3.3%	2.2%	2.4%	2.7%
Percent of freshman applicants from urban districts	33.8%	37.5%	35.5%	29.6%	35.0%	36.0%	37.0%
Percent of students accepted from urban districts	56.8%	66.0%	65.4%	61.1%	65.0%	66.0%	67.0%
Percent of students enrolled from urban districts	50.6%	54.6%	49.5%	48.1%	38.0%	38.0%	40.0%
Total number of STEM bachelor’s recipients	185	192	192	210	230	238	248
Number of underrepresented minority STEM bachelor’s recipients	173	143	155	158	172	175	178
Number of women STEM bachelor’s recipients	79	73	81	67	74	77	80
Number of baccalaureates awarded in teacher education	67	70	65	90	92	92	95
Praxis pass rate	100%	100%	100%	100%	100%	100%	100%
Number of new hires teaching in Maryland schools	19	20	18	25	27	27	28
Percent of students who attend graduate/professional schools	23%	26%	21%	48%	35%	35%	37%
Percent of students rating preparation for graduate/professional school excellent, good, or fair	96%	90%	100%	100%	88%	90%	92%
Percent of bachelor’s recipients employed one year after graduation	82%	90%	87%	81%	80%	82%	85%
Percent of bachelor’s recipients employed in Maryland one year after graduation	70%	64%	70%	76%	71%	73%	75%
Percent of students rating preparation for jobs excellent, good, or fair	82%	86%	82%	91%	76%	80%	90%
Percent of employers satisfied with employees who are Morgan bachelor’s recipients	95%	94%	88%	89%	90%	92%	95%

**Goal 2. Enhancing Morgan’s Status as a Doctoral Research University: Morgan will enhance its status as a doctoral research university.**

**Obj. 2.1** Increase research grants and contract awards to \$38 million by 2023.

**Obj. 2.2** Increase scholarly publications and activities to 3.5 per full-time tenured/tenure track faculty by 2023.

**Obj. 2.3** Increase the number of doctorate degrees awarded to 55 by 2023.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of faculty engaged as Principal Investigators in funded research or contracts	85	77	70	70	70	75	80
Value of grants and contracts (millions)	\$29	\$26	\$30	\$30	\$34	\$34	\$35
Number of scholarly publications and activities per full-time tenured/tenure track faculty	2.8	3.3	3.3	3.1	3.1	3.2	3.3
Total doctoral degree recipients	52	58	48	54	53	55	57
Doctoral degree recipients in STEM	11	7	7	7	9	9	10
Doctoral degree recipients in non-STEM	41	51	41	47	44	46	47

**Goal 3. Improving and Sustaining Morgan’s Infrastructure and Operational Processes: Morgan will enhance its infrastructure and processes.**

**Obj. 3.1** Reduce campus electricity usage by 7 percent by 2023 through effective conservation measures, persistent curtailment, and enhanced efficiency services for the expanding number of facilities on its campus.

**Obj. 3.2** Reduce campus natural gas usage by 7 percent by 2023.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Reduced electricity usage	3.0%	3.0%	3.0%	2.0%	2.0%	2.0%	2.0%
Reduced natural gas usage	4.0%	5.0%	4.0%	2.0%	-6.0%	0.0%	2.0%

**Goal 4. Growing Morgan’s Resources: Morgan will expand its human capital as well as its financial resources.**

**Obj. 4.1** Increase cumulative private and philanthropic donations to \$40 million by 2023.

**Obj. 4.2** Maintain the alumni giving rate at 17 percent through 2023.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Cumulative private and philanthropic donations (millions)	\$22.8	\$28.0	\$34.0	\$40.0	\$51.0	\$56.0	\$62.0
<sup>1</sup> Calendar year alumni giving rate	17.0%	17.0%	17.0%	17.0%	17.0%	17.0%	17.0%

**Goal 5. Engaging with the Community: Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.**

**Obj. 5.1** Increase partnerships with Baltimore City public schools, government agencies, businesses and industries, and non-profit and community organizations to 375 by 2023.

**Obj. 5.2** Increase the number of students participating in University-sponsored community service to 630 by 2023.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of partnerships with Baltimore City public schools	130	132	155	160	165	170	175
Number of partnerships with other State public schools	9	11	21	25	30	35	40
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	340	342	373	375	377	380	382
Number of students participating in University-sponsored community service	500	520	646	650	2000	2200	2250

**NOTES**

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<sup>1</sup> Data for 2017 is estimated because it is reported on a calendar year basis.

# ST. MARY'S COLLEGE OF MARYLAND

## 1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## 2. INSTITUTIONAL ASSESSMENT

### A. FY18 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY18 included the following.

- Based on enrollment to date, the entering class for Fall 2018 is nearly 15% larger than that of Fall 2016 or Fall 2017, confirming the success of the new leadership in Enrollment Management, improved marketing and enhanced recruiting, which signals a potential stabilization of enrollment that continued to decline over the past two years.
- A new minor was implemented in Applied Mathematics in 2017-18, and new programs were approved in Business (minor), Astrophysics (minor), and Women, Gender, and Sexuality Studies (major) to begin in 2018-19.
- SMCM completed the second year of implementation of the 2016-19 strategic plan, *A Time for Rebirth*.
- SMCM was invited to join the American Talent Initiative, a consortium of colleges which are committed to the collective goal of enrolling 50,000 additional talented, low- and moderate-income students at top colleges and universities by 2025.
- President Tuajuanda Jordan established the First-Generation Student Initiative, a program enabling students who are the first in their families to attend college (like President Jordan) to be part of an on-campus support network including other first-generation students and faculty.
- SMCM was named to several college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report), Colleges of Distinction, Best 380 Colleges (Princeton Review), Top 50 Green Colleges (Princeton Review), Best Colleges for Your Money (Money Magazine), Best Value Colleges (Kiplinger's), Fiske Guide to Colleges, Top Colleges Doing the Most for the American Dream, and Top 25 Hidden Gems for Women in STEM.

## **B. Analysis of Goals and Objectives**

### **Goal 1: Ensure a high quality and rigorous academic program.**

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees, and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target for the past four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

*Peer Benchmarks:* SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Coppin State at 13:1 and the average being 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which average 16:1; and is on par with peer and aspirant peer institutions, which range from 9:1 to 14:1 (with an average of 11:1) and include many private colleges. (*Source: IPEDS Data Center*)

### **Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.**

Objective 2.1: In FY18, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the fifth year in a row, and met the target for those receiving Pell grants for the third time in the last five years. Notably, SMCM continues to attract a significant portion of its entering class from first generation college students, with the FY18 class consisting of 25% first generation, well above the target of 20%. High school academic performance of the entering class remains strong, with an increase in GPA projected for FY19. After several years of declining SAT scores among incoming SMCM students, the scoring of the test changed, preventing direct comparisons with previous years; however, SAT scores using the new scoring method are projected to increase for the FY19 entering class. Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland, and this is a critical aspect of the overall Strategic Plan.

*Peer Benchmarks:* While the metric for SAT scores uses the median SAT score, the available benchmark data uses the mean (average). Based on these data, the average SAT



score of SMCM entering students (1169) continues to exceed that of most other Maryland four-year institutions (FY18 average = 1086), and our students rank well against high school seniors both in Maryland (FY18 average = 1060) and nationwide (FY18 average = 1060). (*Source: MHEC 2018 Data Book*)

#### Objective 2.2:

*Four-Year Graduation Rates.* Four-year graduation rates for FY18 (Fall 2014 cohort graduating by Summer 2018) increased for all minorities (59%) and Hispanic students (68%). However, overall four-year graduation rates (63%) were once again lower than previous years, as were four-year rates among African American students (46%), first generation students (59%), and Pell recipients (55%). Based upon current projections, overall four-year rates are predicted to recover to FY17 levels (68%) over the next two years (Fall 2015 and Fall 2016 cohorts). While African American four-year rates are projected to recover strongly to exceed targets, rates for Hispanic students, first-generation students, and Pell recipients are projected to remain below targets, in the absence of additional intervention.

Recent analysis (called a *pathway analysis*) of historical student characteristics that predict retention and persistence have revealed several potential avenues for action, particularly among students from underrepresented groups. For example, students who attempt less than 16 credits in their first or second semester (representing timely progress toward the 128 credits required for graduation) are substantially (15-30 percentage points) less likely to graduate in four years, and this effect is amplified for minority students (22-37 percentage points, e.g., 67% vs 31% four-year rate for minority students who do vs do not attempt 16 credits in the second semester). We are in the initial stages of preparing materials to equip faculty advisors and academic support staff with this information so that they can have informed conversations with their students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The pathway analysis also offers some potential insight into the lower four-year graduation rates reported and projected here. For example, 16% of students in the Fall 2014-2016 cohorts (average actual and projected four-year rate of 64%) attempted fewer than 16 credits in their first semester, compared to 12% of students in Fall 2010-13 cohorts with an average four-year rate of 70%. This tendency toward lower credit enrollment in later cohorts was observed among all examined subgroups where four-year graduation rates have declined and/or are predicted to decline, including minority students, African American students, first-generation students, and Pell recipients. The effect is especially striking for Hispanic students, where the proportion of students failing to attempt 16 credits doubled from 15% among Fall 2010-13 cohorts to 33% among Fall 2015-16 cohorts – and accordingly, the FY19 and FY20 four-year graduation rates are projected to decline markedly for these cohorts. These data underscore the importance and the likely positive impact of our upcoming advising initiative to strongly encourage students to register for 16 credits every semester.

Furthermore, a separate analysis indicated that far fewer students of color, particularly African American students, enter SMCM with advanced placement credits, placing them at a disadvantage in achieving four-year graduation. In light of both of these analyses, SMCM is investigating expanding course offerings outside the traditional fall and spring semester schedule

(e.g., expanded summer offerings, a winter term, online course offerings) to provide opportunities for students to make up missing credits and graduate in a timely fashion.

*Peer Benchmarks:* Based on the most recent comparison data available (FY14), SMCM's overall four-year graduation rate (65% for the 2010 cohort) exceeded those of other public liberal arts colleges (COPLAC schools, average = 39%) and other Maryland public four-year institutions (average = 27%), as well as peer institutions (average = 62%), many of which are private. The average four-year graduation rate at private aspirant institutions was 87% in FY16, representing a benchmark well above our target. Four-year graduation rates for African American students, Hispanic students, and all minority students combined were 14-44 percentage points higher at SMCM than at other COPLAC or Maryland public institutions. Compared to peer institutions, four-year rates for Hispanic students were 11 percentage points higher at SMCM, while four-year rates for all minority student and for African American students lagged behind by 4 and 15 percentage points, respectively, and four-year rates for these groups ranged from 12-36 percentage points lower than at aspirant institutions. These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and resources toward underrepresented students. (*Source: IPEDS Data Center*)

The pathway analysis referenced above also informs our strategy for improving the four-year graduation rates for students receiving Pell grants. Historical evidence shows that for Pell recipients, those who earn 32 credits in their first year have a four-year graduation rate 41 percentage points higher than those who do not.

*Six-Year Graduation Rates.* The most recent overall six-year graduation rate (Fall 2012 cohort graduating by Summer 2018) is 80%, a four-year high that meets the target for this critical metric. Notably, six-year graduation rates for Hispanic students (81%), first generation students (85%), and Pell grant recipients (84%) remain strong and well above individual targets. However, the rate for African American students (56%) was once again low this year, below the target and well below the overall six-year rate for all students. Most six-year graduation rates are projected to remain high over the next two cohorts, with the notable exceptions of projected declines among African American students and first-generation students.

SMCM has historically reported strong six-year graduation rates, particularly among many underrepresented student groups, which is a marker of our students' success and ability to persist. However, the financial implications of taking five or six rather than four years to complete the baccalaureate are substantial, and could be especially challenging for underrepresented students, first-generation students, and Pell recipients. As discussed above, recently begun retention initiatives will focus on academic advising and encouraging students to attempt 16 or more credits each semester to stay on track toward four-year graduation.

*Peer Benchmarks:* The most recent comparison data available (FY16) show that SMCM's overall six-year graduation rate in that year (81%, for the 2010 cohort) far exceeded that of other COPLAC institutions (average = 55%), other Maryland public four-year institutions (average = 47%), and peer institutions (average = 75%). The average reported six-year

graduation rate at private aspirant institutions was 91% in FY16. SMCM's six-year rates for all minority students (68%) and for African American students (56%) were 12-23 percentage points above comparable rates from other COPLAC and Maryland public institutions, but were behind those of peer and aspirant peer institutions by 3-28 percentage points. Notably, the six-year graduation rate for Hispanic students at SMCM (82%) was 16-41 percentage points above that from other COPLAC institutions, Maryland public institutions, and peer institutions, and was only 4 percentage points behind the rate from aspirant peer institutions. Finally, SMCM's six-year graduation rate for Pell recipients in FY16 (69%) was well above that of other COPLAC institutions (average = 49%) and Maryland public institutions (average = 44%), and was close to the average rate at peer institutions (72%). The average six-year graduation rate for Pell recipients at aspirant institutions was 91%, equal to their overall six-year graduation rate. (*Source: IPEDS Data Center*)

Objective 2.3: While the specific target for the first- to second-year retention rate was not met in FY18, the rate has remained high and relatively stable for the past eight years. SMCM has implemented a comprehensive early-alert system (the Beacon Student Success module within CampusLabs) in an effort to reach our retention target moving forward. As discussed above, pathway analysis shows that successful completion of key milestones, like taking 16 credits in the first semester, is correlated with significant improvement in first-to-second year retention. The advising initiative described earlier is anticipated to lead to increased four-year graduation rates but also first-to-second year retention rates for all students, especially for minority students.

*Peer Benchmarks:* Based on the most recent data available (FY16), SMCM's first-to-second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 75%) and Maryland public four-year institutions (average = 74%), and also exceeded that of peer institutions (average = 85%), many of which are private. Retention rates at private aspirant institutions averaged 94% in FY16, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. (*Source: IPEDS Data Center*)

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff. Gender equity was achieved for both faculty and staff in FY18. The targets for diversity of race/ethnicity targets for both faculty and staff were not quite met, but were both increased from FY17 numbers. Notably, in Fall 2017, 43% (6 of 14) of newly hired tenure-track faculty members were members of minority groups, an impressive increase from the three previous years when the percentage ranged from 0-8%. Several strategies continued to be implemented in FY18 to work toward increasing faculty and staff diversity, which is also a prominent aspect of the Strategic Plan. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20%

transfer students for the past five years, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: The three-year graduation rate for transfer students (56%, Fall 2015 entering students graduating by Summer 2018) declined this year, falling below the target, but is projected to rebound strongly in FY19 and FY20. The four-year transfer graduation rate (71%, Fall 2014 entering students graduating by Summer 2018) exceeded the target this year, and this rate is also expected to continue climbing over the next two years. We will continue to explore strategies to support transfer students and ensure their timely graduation. For example, all departments are in the process of preparing detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree.

*Peer Benchmarks:* The IPEDS database only tracks six-year and eight-year graduation rates for transfer students; therefore, benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (mixture of 2010 and 2011 cohorts), SMCM's four-year graduation rate for transfer cohorts (67%) was well above those of other Maryland public four-year institutions (average = 55%). SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 57%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. (Source: [studentachievementmeasure.org](http://studentachievementmeasure.org))

### **Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.**

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) were strong (81%) and above both the target and the overall student population six-year rate. However, the four-year graduation rate (61%) was low, similar to four-year rates among most other Fall 2014 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was below the target and lower than the rate for the overall population, although this rate is projected to rebound over the next two years.

*Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY16 (72%, most recent comparison data available) was well above that of other COPLAC institutions (52%) and Maryland public institutions (45%), and was nearly equivalent to the rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant

institutions was 91%, equal to their overall six-year graduation rate. (*Source: IPEDS Data Center*)

**Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.**

Objectives 4.1, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has exceeded targets for the past three years. While the percentage of students reporting internships declined slightly this year, it remains strong and recent expansion of Career Development Center staff and programming are expected to support continued increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past three years.

*Peer Benchmarks:* Similar, but not identical, benchmarks are available for community service and internships. The most recent available volunteer/community service rates for college students nationwide are from 2015. In that year, the Corporation for National and Community Service reported that the national volunteer rate for college students was 25.7%, and the rate for Maryland college students was 36.4%. The rate for SMCM seniors in 2015 was 62%. Although the methodologies underlying the calculation of volunteer rates likely differ in multiple ways (e.g., all college students versus graduating seniors), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to internships, the National Association of Colleges and Employers (NACE) reported that among over 4,000 sampled graduates of the Class of 2017 from over 350 campuses, 58.6% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 45% among SMCM graduating seniors in 2017, it is important to note that NACE also reported that students most likely to have an internship most often majored in engineering, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top six majors. (*Sources: Corporation for National and Community Service, [www.nationalservice.gov/vcla](http://www.nationalservice.gov/vcla); NACE Class of 2017 Student Survey Report*)

### C. Response to Commission Assessment

*In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported that its four-year graduation rate for African American students (48.7%) was lower than that of the total student population (67.4%). And similarly, the College also reported that its six-year graduation rate for African American students (55.8%) lagged behind the rate for the total student population (77.8%). The gap in both the four- and six-year graduation rates has widened over time.*

*Describe the factors the College has identified that affect these trends. What strategies are in place to reverse growing gaps and achieve the College's aggressive benchmarks?*

As mentioned as part of the discussion of Objective 2.2 above, an analysis of historical factors contributing to retention and persistence was recently undertaken by the SMC M Retention Committee. The approach was to identify characteristics (“milestones”) that, if met, were linked to higher retention and graduation rates over the past several years. These characteristics were also investigated for their potential differential impact on students from underrepresented groups including students of color, first-generation students, and Pell grant recipients.

Several milestones were identified that both strongly impacted student retention and persistence, and also appeared to be actionable in terms of influencing student behavior. For African American students, the three most impactful factors appear to be the following. All numbers are derived from at least 2 years of data.

Milestone/ Characteristic	Percent of AA Students	Four-Year Grad Rate	Six-Year Grad Rate
Earned 32+ credits in first year	41%	68%	63%
Earned <32 credits in first year	59%	34%	52%
Declared a major by the sophomore year	70%	70%	85%
No major declared by sophomore year	30%	42%	56%
Enrolled in STEM Emerging Scholars Program	27%	68%	81%
Not enrolled in STEM Emerging Scholars Program	73%	43%	48%

1. Not surprisingly, earning 32 credits in the first year (timely progress toward a four-year degree) is strongly associated with higher four-year graduation rates, and less strongly with higher six-year graduation rates. A majority of African American students over the past several years have not reached this milestone. We plan to implement advising strategies aimed at encouraging all students, and particularly African American students, to enroll in 32 credits in the first year (16 credits per semester) whenever possible. We will continue to offer academic workshops and additional intrusive advising to provide further support. To this end, we recently

created a new Student Support Specialist position in the Office of Student Support Services to create and coordinate additional academic support programming.

On a positive note, four-year graduation rates are projected to increase for African American students to 57% in FY19 and 56% in FY20, for students in the Fall 2015 and 2016 cohorts respectively, based on current earned credits and progress toward the degree. Both of these rates would surpass our target for African American students, and would narrow the gap relative to the all-student population to within 10 percentage points. Interestingly, there appears to be a concurrent trend for more students in the later cohorts to complete 32 credits in the first year. Among African American students in the Fall 2010-13 cohorts, 62% did not complete 32 credits in the first year. This proportion is slowly declining, with 60% in Fall 2014, 57% in Fall 2015, and 44% in the Fall 2016 cohort failing to complete 32 credits. These historical data provide further support for our intention to focus on advising African American students to attempt and complete a full 16-credit load each semester.

2. Having declared a major by the fourth semester (end of the sophomore year) is associated with a nearly 30% gain in four-year and six-year graduation rates among African American students. Again, this suggests an opportunity for a wide range of advising-based interventions. It is unclear whether undeclared students have not chosen a major because they are indecisive, or are uninformed about their options. Proactively offering extensive and varied information about the different major programs at SMCM could be helpful in encouraging students to explore alternative majors that they may not have previously considered, and may increase persistence by strengthening their commitment to the college and to an academic “home”.

3. Among African American students taking gateway science or math courses their first year, those enrolled in an accompanying Emerging Scholars Program (ESP) course have persisted at substantially increased rates. Although enrollment in ESP courses is limited by resources and pedagogy (small class sizes), these data suggest it would be productive to explore ways to expand ESP offerings to additional students if possible.

## MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** At least 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	79%	74%	77%	75%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	100%	97%	98%	99%	99%	99%
Percent of undergraduate credit hours taught by full-time faculty	87%	88%	89%	91%	89%	89%	89%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1



**Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.**

**Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

**Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Median (verbal and mathematics combined) SAT scores of first year entering class	1,190	1,165	1,150	1,130	1,180	1,190	1,190
Average high school GPA	N/A	3.39	3.36	3.34	3.33	3.38	3.40
Percent of entering first year class who are minorities	27%	33%	28%	31%	27%	24%	27%
Percent of entering first year class who originate from outside of Maryland	10%	6%	7%	7%	9%	8%	10%
Percent of entering first year class from first generation households	19%	19%	19%	18%	25%	20%	20%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	23%	18%	21%	19%	20%	19%	20%
Four-year graduation rate for all students	65%	70%	72%	68%	63%	68%	68%
Four-year graduation rate for all minorities	57%	55%	63%	52%	59%	60%	57%
Four-year graduation rate for African-American students	41%	48%	48%	49%	46%	60%	63%
Four-year graduation rate for Hispanic students	68%	75%	67%	52%	68%	55%	47%
Four-year graduation rate for all first generation students	58%	68%	79%	60%	59%	64%	51%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	56%	66%	76%	57%	55%	67%	58%
Six-year graduation rate for all students	81%	79%	73%	78%	80%	77%	72%
Six-year graduation rate for all minorities	80%	85%	68%	67%	72%	67%	68%
Six-year graduation rate for African-American students	74%	87%	56%	55%	56%	69%	49%
Six-year graduation rate for Hispanic students	79%	86%	82%	81%	81%	68%	76%
Six-year graduation rate for all first generation students	84%	77%	69%	74%	85%	69%	65%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	78%	65%	69%	68%	84%	70%	67%

**Obj. 2.3** The first to second-year retention rate will be 90 percent.

**Obj. 2.4** The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

**Obj. 2.5** Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

**Obj. 2.6** Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

First to second-year retention rate	90%	86%	86%	87%	87%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	17%	18%	16%	17%	18%	19%
Percent women of all full-time tenured or tenure-track faculty	49%	47%	47%	46%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	23%	24%	24%	27%	28%	29%
Percent women of all full-time (non-faculty) staff	56%	57%	54%	55%	52%	52%	52%
Percentage of entering fall class who are transfer students	20%	21%	22%	25%	20%	22%	22%
3-year graduation rate for all transfer students	60%	61%	53%	62%	56%	67%	76%
4-year graduation rate for all transfer students	73%	67%	74%	62%	71%	74%	75%

**Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.**

**Obj. 3.1** 72 percent of entering first-year student need is met by awarding any need-based aid.

**Obj. 3.2** Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	75%	71%	72%	72%	75%	75%	75%
First-to-second year retention rate for students receiving need-based aid in the first semester	91%	86%	86%	84%	80%	84%	86%
Four-year graduation rate for students receiving need-based aid in the first semester	64%	71%	75%	66%	61%	63%	59%
Six-year graduation rate for students receiving need-based aid in the first semester	84%	76%	72%	75%	81%	78%	71%

**Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.**

**Obj. 4.1** 65 percent of graduating seniors will have performed community service while at SMCM.

**Obj. 4.2** 45 percent of graduating seniors will have participated in a paid or unpaid internship.

**Obj. 4.3** The rate of employment among five-year out alumni will be 95 percent.

**Obj. 4.4** At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Percent of graduating seniors who will have performed community service while at SMCM	62%	62%	70%	79%	71%	71%	71%
Percent of graduating seniors who fulfilled a paid or unpaid internship	47%	40%	43%	45%	41%	45%	45%
<sup>1</sup> Employment rate of five-year-out alumni	92%	91%	98%	97%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	44%	48%	63%	60%	64%	64%	64%

**NOTES**

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<sup>1</sup> Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.

**LIST OF  
INDICATORS AND  
DEFINITIONS**

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
<b>STUDENT CHARACTERISTICS</b>			
A.	Credit students enrolled part time	Campus data	Percentage of fall credit students enrolled for fewer than 12 credits.
B.	Credit students with developmental education needs	Campus data	Percentage of first-time, fall credit students needing developmental coursework in English, reading, and/or mathematics (excluding ESOL).
C.	Credit students who are first-generation college students (neither parent attended college)	CCSSE or Campus data	Percentage of credit students whose mother and father or single parent did not attend college. CCSSE is conducted in the spring of even years.
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	Campus data	Total combined unduplicated headcount enrollment (credit and continuing education) in ESOL courses during the fiscal year.
E.	Financial aid recipients a. Credit students receiving Pell grants b. Credit students receiving loans, scholarships and/or need-based financial aid	Financial Aid Information System	Percentage of credit students receiving financial aid. Denominator is unduplicated annual credit student headcount. Numerator of (a) is unduplicated count of students receiving Pell grants and numerator of (b) is unduplicated count of students receiving any type of financial aid during the fiscal year.
F.	Students 25 years old or older a. Credit students b. Continuing education students	CC-6, Campus data	Percentage of (a) fall credit students and (b) fiscal year continuing education students 25 years old or older.
G.	Credit students employed more than 20 hours per week	CCSSE or Campus data	Percentage of credit students who were employed more than 20 hours per week while enrolled. CCSSE is conducted in the spring of even years.

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
H.	Credit student racial/ethnic distribution a. Hispanic/Latino b. Black/African-American only c. American Indian or Alaskan native only d. Native Hawaiian or other Pacific Islander only e. Asian only f. White only g. Multiple races h. Foreign/Non-resident alien i. Unknown/Unreported	Enrollment Information System	Percentage of fall credit students identified in each racial/ethnic group.
I.	Wage growth of occupational program graduates a. Median income one year prior to graduation b. Median income three years after graduation	State UI and wage records, Jacob France Institute analysis	Median annual income of full-time employed occupational program associate degree and certificate graduates during the following periods: one year prior to graduation and three years after graduation.
<b>Goal 1: ACCESS</b>			
1.	Annual unduplicated headcount a. Total b. Credit students c. Continuing education students	Campus data	Unduplicated fiscal year headcounts, including out-of-service area and out-of-state students. Total (a) is the unduplicated number derived from (b) and (c).

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
2.	Market share of first-time, full-time freshmen	MHEC Enrollment by Residence report	Percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college.
3.	Market share of part-time undergraduates	MHEC Enrollment by Residence report	Percentage of service area residents enrolled as part-time undergraduates at any Maryland college or university who are attending the community college.
4.	Market share of recent, college-bound public high school graduates	Enrollment Information System, provided by MHEC	Percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college.
5.	High school student enrollment	Enrollment Information System	The number of credit students attending in the fall who are also enrolled in high school.
6.	Annual enrollment in online courses a. Credit b. Continuing education	Campus data	Total fiscal year enrollment in credit and continuing education online courses (50 percent or more of the course content is delivered online).
7.	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	MACC Databook, average for MD four-year institutions provided by MHEC	Ratio of tuition and fees for a full-time, service area student to the average tuition and fees for a full-time resident undergraduate at a Maryland public four-year institution. Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
8.	Enrollment in continuing education community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with general education intent.
9.	Enrollment in continuing education basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with basic skills intent (e.g., ABE, GED, high school completion prep, college entrance prep courses).
10.	Minority student enrollment compared to service area population a. Percent nonwhite credit enrollment b. Percent nonwhite continuing education enrollment c. Percent nonwhite service area population, 18 or older	Enrollment Information System, Campus data, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of (a) nonwhite full- and part-time credit students enrolled in the fall, (b) nonwhite continuing education students enrolled in the fiscal year and (c) nonwhite service area residents 18 years old or older. The service area may include multiple counties. Three percentages will be reported. Nonwhite students include any person whose race/ethnicity is not: <ul style="list-style-type: none"> <li>• white only who did not indicate Hispanic/Latino</li> <li>• foreign/non-resident alien</li> <li>• unknown</li> </ul> Foreign/non-resident aliens and students with unknown or missing race will be eliminated from the denominator. The number of nonwhite residents in the service area is determined by subtracting the number of white residents from the total population. No benchmark is required for part c.



**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
11.	Percent minorities (nonwhite) of full-time faculty	Employee Data System	Nonwhite includes any person whose race/ethnicity is <u>not</u> : <ul style="list-style-type: none"> <li>• white only who did not indicate Hispanic/Latino</li> <li>• foreign/non-resident alien</li> <li>• unknown</li> </ul> Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.
12.	Percent minorities (nonwhite) of full-time administrative and professional staff	Employee Data System	Nonwhite includes any person whose race/ethnicity is <u>not</u> : <ul style="list-style-type: none"> <li>• white only who did not indicate Hispanic/Latino</li> <li>• foreign/non-resident alien</li> <li>• unknown</li> </ul> Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.
<b>GOAL 2: SUCCESS</b>			
13.	Fall-to-fall retention a. Developmental students b. College-ready students	Enrollment Information System, Campus data	Percentage of degree-seeking (a) developmental and (b) college-ready students attending college for the first time in the fall who return the following fall.
14.	Fall-to-fall retention a. Pell grant recipients b. Non-recipients	Financial Aid Information System, Campus data	Percentage of degree-seeking (a) Pell grant recipients and (b) non-recipients attending college for the first time in the fall who return the following fall. Data is only available for students who submitted a FAFSA. No benchmark is required for non-recipients.
15.	Developmental completers after four years	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students with at least one area of developmental need who completed all recommended developmental coursework within four years after entry. Denominator is unduplicated headcount of students identified as needing developmental coursework in English, reading, and/or mathematics (excluding ESOL). Students in numerator have completed all recommended developmental courses.

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
16.	Successful-persister rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students attempting 18 or more hours during their first two years who graduated and/or transferred or earned at least 30 credits with a cumulative GPA of 2.0 or higher within four years after entry or were still enrolled after four years. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.
17.	Successful-persister rate after four years a. Black/African-American only b. Asian only c. Hispanic/Latino	Degree Progress Analysis (Campus data)	Same definition as indicator 5, reported separately for students who identified themselves as Black/African-American only, Asian only or Hispanic/Latino. Not reported for groups with fewer than 50 students in the cohort for analysis. The current race categories were implemented starting with the fall 2010 cohort.
18.	Graduation-transfer rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students attempting 18 or more hours during their first two years who graduated with a degree or certificate and/or transferred to another institution of higher education within four years after entry. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.
19.	Graduation-transfer rate after four years a. Black/African-American only b. Asian only c. Hispanic/Latino	Degree Progress Analysis (Campus data)	Same definition as indicator 6, reported separately for students who identified themselves as Black/African-American only, Asian only or Hispanic/Latino. Not reported for groups with fewer than 50 students in the cohort for analysis. The current race categories were implemented starting with the fall 2010 cohort.

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
20.	Associate degrees and credit certificates awarded a. Career degrees b. Transfer degrees c. Certificates d. Total awards	Degree Information System	Number of career and transfer associate degrees, credit certificates and total awards per fiscal year.
21.	STEM programs a. Credit enrollment b. Credit awards	Enrollment Information System, Degree Information System	The unduplicated number of credit students enrolled in the fall and the number of credit degrees and certificates awarded annually in STEM programs. For this report, STEM programs are defined as computer/information sciences, engineering/engineering technologies, mathematics and natural sciences (including physical, biological/agricultural and health sciences, but not including mental health).
22.	Graduate satisfaction with educational goal achievement	Graduate Follow-Up Survey	Percentage of graduates indicating that their most important objective in attending the community college was completely or partly achieved at the time of graduation. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates.
23.	Non-returning student satisfaction with educational goal achievement	Non-Returning Student Survey	Percentage of students enrolled in the spring who neither received an award nor enrolled in the subsequent fall, who indicated that they had completely or partly achieved their educational goal in attending the community college. The survey is conducted in the fall of odd years for the prior spring cohort.
24.	Graduate satisfaction with preparation for transfer	Graduate Follow-Up Survey	Percentage of transfer program graduates who transferred to a four-year institution who reported that they were prepared very well or well for transfer. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates. Note: Response categories changed starting in 2008.
25.	Licensure/certification examination pass rates	Licensure boards and agencies	Number of first-time candidates tested and percentage who passed on their first try for licensing and certification examinations. Report for each credit academic field offered at the institution for which such tests are conducted. Figures are to be reported separately for each exam. Not reported for programs with fewer than five candidates in a year.

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
26.	Performance at transfer institutions a. Cumulative GPA after first year of 2.0 or above b. Mean GPA after first year	Enrollment Information System, End-of-Term System, Provided by MHEC	Percentage of community college students transferring to Maryland public four-year colleges and universities (a) who earned a cumulative GPA of 2.0 or above and (b) the mean GPA after the first year at the transfer institution. Reported for transfer students who earned at least 12 credits at the community college and attended within two years prior to transfer.
27.	Expenditures by function a. Instruction b. Academic support c. Student services d. Other	CC-4	Percentage of total fiscal year unrestricted operating expenses that go to instruction, academic support, student services and other functions.
<b>GOAL 3: INNOVATION</b>			
28.	Full-time employed career program graduates working in a related field	Graduate Follow-Up Survey	Percentage of career program graduates employed full-time whose jobs were in a field related or somewhat related to their academic majors. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates.
29.	Graduate satisfaction with job preparation	Graduate Follow-Up Survey	Percentage of credit career program graduates employed full-time in a field related or somewhat related to their academic major who reported that they were prepared very well or well for employment. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates. Note: Response categories changed starting in 2008.
30.	Enrollment in continuing education workforce development courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with workforce intent (open enrollment and contract courses).

**MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES**

<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
31.	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure a. Unduplicated annual headcount b. Annual course enrollments	Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with a Continuing Professional Education intent.
32.	Number of business organizations provided training and services under contract	Campus data	Unduplicated number of business and organizational units provided workforce and/or workplace related training and services under a contractual agreement, reported by fiscal year.
33.	Enrollment in contract training courses a. Unduplicated annual headcount b. Annual course enrollments	Campus data	Unduplicated annual headcount and fiscal year total course enrollments in workforce and/or workplace related contract training courses
34.	Employer satisfaction with contract training	Campus data using standard questions from affinity groups	Percentage of business and organizational units contracting for training and services who were very satisfied or satisfied with the training and services provided.

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Quality	Percent of new full-time tenure and tenure-track faculty who have a terminal degree in their field of study.	BSU	EDS	OPAA	Employee freeze	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)	N New TT with terminal degree/N new TT faculty	Annual review by Provost Office and OPAA		Maintain the percentage of new tenure-track faculty with terminal degrees through 2019.
Quality	Number of academic programs accredited by professional accrediting bodies.	BSU	BSU Undergraduate and Graduate Catalogs	OPAA	Catalog	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)		Annual review by Provost Office and Registrar		Increase the number of professionally accredited programs from 5 in 2015 to 7 through 2019
Quality	All tenured and tenure-track faculty plus full-time non-tenure track faculty.	BSU	BSU Faculty Workload report	OPAA	Report	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)		Annual review by Provost Office and OPAA		Maintain the USM Board of Regents' comprehensive institution goal of 7 to 8 course units taught by FTE Core Faculty through 2019

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Outcome	Percent of those graduates employed who are satisfied or very satisfied with preparation	BSU	MHEC Alumni Survey	OPAA	survey	Triennial	2002 Survey of 2001 Graduates 2005 Survey of 2004 Graduates 2008 Survey of 2007 Graduates 2011 Survey of 2010 Graduates 2014 Survey of 2013 Graduates	Percent of those graduates employed who are satisfied or very satisfied with preparation	Review by OPAA		Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment
Outcome	Percent of those graduates enrolled in graduate/professional school who are satisfied or very satisfied with preparation	BSU	MHEC Alumni Survey	OPAA	survey	Triennial	2002 Survey of 2001 Graduates 2005 Survey of 2004 Graduates 2008 Survey of 2007 Graduates 2011 Survey of 2010 Graduates 2014 Survey of 2013 Graduates	Percent of those graduates enrolled in graduate/professional school who are satisfied or very satisfied with preparation	Review by OPAA		Maintain the satisfaction level of bachelor's degree graduates with academic preparation for lifelong learning

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Input	Number of undergraduate students in Biological Sciences, Computer and Information Science, Engineering, Mathematics, Physical Science and Technology (HEGIS Discipline codes 04, 07, 09, 17, and 19)	BSU	EIS	OPAA	Enrollment freeze	Fall	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by OPAA and MHEC Enrollment Audit		Increase the number of STEM program students from 680 in 2015 to 750 in 2019



**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcome	Number of bachelor's degrees awarded in Biological Sciences, Computer and Information Science, Engineering, Mathematics, Physical Science and Technology (HEGIS Discipline codes 04, 07, 09, 17, and 19)	BSU	DIS	OPAA	Degree freeze	annual	FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 FY 17: DIS17 FY 18: DIS18 FY 19: DIS19 (est) FY 20: DIS20 (est)		Review by OPAA and Registrar		Increase the number of STEM program graduates from 96 in 2015 to 150 in 2019

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Input	Number of undergraduate students in Elementary Education, Early Childhood Education, Special Education, English Education, Social Science Education, Math Education and Science Education (HEGIS discipline code 08) and graduate student enrolled in the MAT program (HEGIS 080312).	BSU	EIS	OPAA	Enrollment freeze	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by OPAA and MHEC Enrollment Audit		

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Outcome	Number of bachelor's degrees awarded in Elementary Education, Early Childhood Education, Special Education, English Education, Social Science Education, Math Education and Science Education (HEGIS discipline code 08) and Master's degrees in the MAT program (HEGIS 080312).	BSU	DIS	OPAA	Degree freeze	annual	FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 FY 17: DIS17 FY 18: DIS18 FY 19: DIS19 (est) FY 20: DIS20 (est)		Review by OPAA and Registrar		Increase the number of teacher education graduates from 42 in 2015 to 65 in 2019
Quality	Self Explanatory.	Education Testing Services		COE	Report	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)				Maintain teacher licensure pass rates

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Input	Number of undergraduate students enrolled in Nursing (HEGIS 120300)	BSU	EIS	OPAA	Enrollment freeze	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by OPAA and MHEC Enrollment Audit		
Input	The number of undergraduate students formally admitted into the nursing program each fall.	BSU Nursing Department		Nursing Dept	Report	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by Nursing Department		
Input	The number of qualified undergraduate students not admitted into the nursing program each fall.	BSU Nursing Department		Nursing Dept	Report	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 18 (est)		Review by Nursing Department		

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Number of bachelor's degrees awarded in Nursing (HEGIS 120300)	BSU	DIS	OPAA	Degree freeze	annual	FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 FY 17: DIS17 FY 18: DIS18 FY 19: DIS19 (est) FY 20: DIS20 (est)		Review by OPAA and Registrar		Increase the number of BSN graduates from 86 in 2015 to 100 in 2019
Quality	Self Explanatory.	Maryland Board of Nursing		MD Board of Nursing website	Report	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)				Increase licensure pass rate to at least the statewide BSN average in 2019

CSU DATA DEFINITIONS AND CONTROL PROCEDURES

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Outcome	Percent Non-African American - The percentage of students from races and ethnicities other than African American.	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment minus the total coded as Black or African American in race category in student's service center in EagleLINKS. The actual percentage calculated based on the ratio of AAs to all other students.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Output	All Students Enrolled Off-Campus / Distance Education Students enrolled in courses and/or programs at off-site locations or received education through Video format	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as 1, or 2, in distance education or some distance education, for example at USM Hagerstown or other off-site locations.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	UG Majoring in Teacher Ed - The number of undergraduates who are enrolled in all teacher education majors collectively at the university.	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as EDUC majors, undergraduates only.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Quality	No. Students Eligible for State Licensure - The number of students who have completed all courses and/or institutional requirements and/or those of MSDE and may take PRAXIS	School of Education; Deans Office; reports from MSDE	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual completers grades and academic records.	1. Dr. James Takona, Dean, College of Arts and Sciences and Education, X3069	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR/ Data matches are made against School of Education and Records and Registration Data.	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual completers grades and academic records.	Fiscal Year	Total of all students enrolled in who have completed all requirements for teacher education as indicated by MSDE and passed PRAXIS II with scores as follows: Math 150, Reading 156, and Writing 162.	TK-20 used to assess milestones accomplished ensuring students are eligible. This is checked against EagleLINKS and Blackboard.	Data entry needs to be randomly checked to ensure accuracy against Tk-20 and other databases.	
Quality	Percent Passing PRAXIS - Total percent of students who took and passed PRAXIS II	School of Education	Dean's exam report and MSDE Official website	1. Dr. James Takona, Dean, College of Arts and Sciences and Education, X3069	Data are extracted from PeopleSoft: Requested from the Dean of the college; extracted from MSDE website.	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual completers grades and academic records.	Fiscal Year	All students with scores in the following PRAXIS range as indicated for Maryland as the following: Math 150, Reading 156, Writing 162.	TK-20 used to assess milestones accomplished ensuring students are eligible. This is checked against EagleLINKS and Blackboard.	Data entry needs to be randomly checked to ensure accuracy against Tk-20 and other databases.	

CSU DATA DEFINITIONS AND CONTROL PROCEDURES

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Output	No. of STEMs - Total number of students enrolled in all of the STEM disciplines combined	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as undergraduate BIO, CHEM, Nat. Sci., Nursing, Health Sci.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	STEM Degrees Awarded - Total number of degrees awarded in each of the STEM disciplines	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student degrees awarded taken from census file (DIS frozen snapshot) coded as undergraduate BIO, CHEM, Nat. Sci., Nursing, Health Sci.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Output	No. of Nursing Degrees Awarded - Total number of undergraduate degrees awarded in Nursing	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (DIS frozen snapshot) coded as undergraduate B.S. in Nursing, RN to BSN.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	NCLEX Pass Rate - Pass rate as calculated and provided by the Maryland Board of Nursing	Internal through PeopleSoft, Analytics, IT Division	Maryland Board of Nursing <a href="http://mbon.maryland.gov/Pages/education-nclex-slats.aspx">http://mbon.maryland.gov/Pages/education-nclex-slats.aspx</a>	1. Tracey Murray, Dean, College of Health Professions, murray@coppin.edu X3970	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR/ Matched against the number of nursing test takers	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Ratio calculated on total number who took the exam vs. those who passed.	Data are verified independently. We audit the actual number of test takers to ensure accuracy of the results.	Official data usually reported late each year by MBON; places limits on report accurate data to outside stakeholders.	
							Fiscal Year				
Outcome	6-yr grad rate all students - Graduation rate within six years for all students in a *defined cohort group at the University  *first-time, full-time, degree seeking students entering in the fall semester	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of graduates within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	

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Outcome	6-yr grad rate minorities - Graduation rate within six years for minority students at the University	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of graduates coded as a race or ethnicity other than white - within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	6-yr grad rate AAs - Graduation rate within six years for African American students at the University	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of graduates coded Black or African American - within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	2nd-yr retention all students - Second-year retention rate for all students. The rate/number of students from the cohort group who return, and enroll for classes at the university the following fall semester after first enrolling (students must be captured as part of census data to be included).	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of students retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	2nd-yr retention minorities - Second-year retention rate for minority students	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of students coded as a race or ethnicity other than white who are retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	



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Outcome	2nd-yr retention AAs - Second-year retention rate for African American students	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu. 2. Prasad Doddanna – Director of Information Sys., X3884: pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of students coded as Black or African American retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Quality	Percent Alumni Satisfied After 1 yr. for Grad School - Percent of alumni taking a survey who indicated they were satisfied and felt prepared for graduate and professional school studies	Internal Survey Sources	Internal Sources - BLUE: Graduating Senior Survey, MHEC Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Fiscal Year	Total graduates who took the survey indicating they were very satisfied or satisfied and felt prepared for graduate or professional school.	This is likely to vary depending on the type and level of graduate studies sought by recent graduates. Program requirements vary by discipline making it challenging for graduates to truly discern their levels of preparedness.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	Percent Working in MD - Percent of graduates employed while in MD	Graduating Senior Survey, Alumni Survey	Survey Monkey for GSS Survey; MHEC house alumni survey.	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Triannual for MHEC, Semesterly for the GSS survey conducted at CSU.	Fiscal Year	Total percentage graduates who took the survey indicating they were working in Maryland.	Data are self-reported and while working in Maryland, it may be made clearer to indicate if they are working in their respective discipline.	Need to check against employer databases; conduct a SSN check.	
Outcome	Employment Rate - Rate of employment of CSU graduates into the MD workforce	Graduating Senior Survey, Alumni Survey	Survey Monkey for GSS Survey; MHEC house alumni survey.	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Triannual for MHEC, Semesterly for the GSS survey conducted at CSU.	Fiscal Year	Total percentage graduates who took the survey indicating they were working in Maryland.	Data are self-reported and while working in Maryland, it may be made clearer to indicate if they are working in their respective discipline.	Need to check against employer databases; conduct a SSN check.	
Quality	Percent Alumni Satisfied After 1 yr. for Grad School - Percent of alumni taking a survey who indicated they were satisfied and felt prepared for graduate and professional school studies	Internal Survey Sources	Internal Sources - BLUE: Graduating Senior Survey, MHEC Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Fiscal Year	Total graduates who took the survey indicating they were very satisfied or satisfied and felt prepared for graduate or professional school.	This is likely to vary depending on the type and level of graduate studies sought by recent graduates. Program requirements vary by discipline making it challenging for graduates to truly discern their levels of preparedness.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	

CSU DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Total Enrolled in Urban Teacher Ed, Nat. Sci., Nursing and Hlth. Sci., Crim. Jus. and IT - Total of all students combined from enrollments in majors of Teacher education, nursing and health sciences, natural sciences, criminal justice and information technology	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280.	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled into file for dissemination to USM and MHEC.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as undergraduate EDUC, BIO, CHEM, NURS, HLTH, CRJU, COMP.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	Percent Alumni Giving - Percent of the total alumni who are giving back to the institution and supporting various scholarships and foundations within the university	Alumni Survey administered by Institutional Advancement	Analytics: Nigel and Marlin Databases	1. Doug Datzell, VP for Institutional Advancement. X3800, ddatzell@coppin.edu	Raw data are aggregated using results from alumni survey data.	Data extracted from the Annual Extramural Report, data collected from IA; housed in PeopleSoft, stored in the budget office; compared to Alumni Giving database housed in Institutional Advancement.	Fiscal Year	Percentage taken from the total N survey respondents who donated to the institution; matched against actual donations on private and alumni donations.	There are donors who wish not to be identified and wish that some gifts remain for particular or discretionary uses. There are likely more alumni givers who wish to remain private.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	Percent Op. Budget Saved - Total operational budget savings achieved each year through cost cutting measures.	Budget Office, Admin. & Finance	PeopleSoft Financials	1. Stephen R. Danik, VP Admin. & Finance: X3575; sdanik@coppin.edu	Data collected via PeopleSoft are analyzed by staff using verified accounting methods.	PeopleSoft Financials, Administration and Finance; annual collection during fall semester.	Fiscal Year	Total amount calculated on the amount achieved through cost containment efforts, green and recycling efforts, fund balance. Budget Office provides information from the PeopleSoft Financials.	Savings have particularly been low to moderate for this institution which typically utilizes fully its budget. Significant upgrades and improvements have been ongoing as expected for the campus. Responses to audits have shown efforts to continuously automate functions resulting in efficiencies not fully realized.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Output	Percentage Facility Renewal - Total percentage of cost expended on facilities renewal and campus renovations.	Budget Office, Admin. & Finance	PeopleSoft Financials	1. Stephen R. Danik, VP Admin. & Finance: X3575; sdanik@coppin.edu	Data collected via PeopleSoft are analyzed by staff using verified accounting methods.	PeopleSoft Financials, Administration and Finance; annual collection during fall semester.	Fiscal Year	Total costs of all improvements, renovation and construction efforts are captured and reported. Budget Office provides information from the PeopleSoft Financials.	Internal and external audit checks are conducted each semester by Admin. & Finance. Reconciliation involves IT and written process.	Considerable dollars have been provided by the State for capital improvements. Regular updates provided to the Board of Regents through committees and special reports as required.	

**CSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcome	Total Philanthropic Giving - Total dollars raised through philanthropic efforts, individuals, and organizations,	Budget Office, Admin. & Finance	PeopleSoft Financials	1. Stephen R. Danik, VP Admin. & Finance: X3575; sdanik@coppin.edu	Data collected via PeopleSoft are analyzed by staff using verified accounting methods.	Data extracted from the Annual Extramural Report, PeopleSoft Financials, Administration and Finance; annual collection during fall semester; compared to Alumni Giving database housed in Institutional Advancement.	Fiscal Year	These amounts include private donors such as individuals, financial institutions, interest groups, and foundations.	Internal and external audit checks are conducted each semester by Admin. & Finance. Reconciliation involves IT and written process.	Donors choosing to remain anonymous	

Salisbury DATA DEFINITIONS AND CONTROL PROCEDURES

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Quality	The number of undergraduate nursing bachelor degree recipients who took and passed the NCLEX-RN exam the first time divided by the total number of Nursing bachelor degree recipients who took the exam.	Maryland Board of Nursing Website	<a href="http://mbon.maryland.gov/Pages/education-nclex-stats.aspx">http://mbon.maryland.gov/Pages/education-nclex-stats.aspx</a>			Annually	2016-17 graduates	The number of undergraduate nursing bachelor degree recipients who took and passed the NCLEX-RN exam the first time divided by the total number of Nursing bachelor degree recipients who took the exam.	Salisbury University (SU) collects the data annually from the Maryland Board of Nursing's (MBON) Website. The MBON publishes annually pass rate statistics for each degree-granting Nursing program in Maryland. The number of SU Nursing graduates sitting for the NCLEX-RN exam for the first time, and the number of those passing the exam are reported. By dividing those who passed by the population of test takers, the pass rate percentage is verified and reported.		

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Quality	Praxis results from Educational Testing Service (ETS) through SU Education Department, and verified at Title II Website	ETS	<a href="https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&amp;i=5403">https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&amp;i=5403</a>			Annually	Program Completers 10/1/16 through 9/30/17	The number of teacher education bachelor and MAT degree recipients who passed the Praxis exam divided by the total number of teacher education bachelor degree and MAT degree recipients who took the Praxis.	Salisbury University collects the data annually from SU's Education Department, and verifies it against the Title II Website. Title II of the Higher Education Act mandates annual reporting of pass rates on the PRAXIS. Educational Testing Service administers the PRAXIS exam, and reports annually (reporting period October 1 to September 30) on the number of test takers, those who pass the exam, and the resulting pass rate.		

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Quality	Student satisfaction with education received for graduate or professional school	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor's degree recipients who enrolled in <u>graduate or professional</u> school within one year of graduation and who rated their preparation for advanced education as excellent, good or fair (adequate). Respondents who did not indicate their enrollment in a GRADUATE level program (what certificate program were you seeking) after SU are excluded from the denominator. Only respondents that indicated the type of graduate program they enrolled in are included.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Quality	Student satisfaction with education received for employment	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or fair (adequate) preparation for their job. Uncertain responses, if applicable, are excluded from the denominator.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	The percentage of graduates employed in Maryland	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor degree recipients who held full- or part-time jobs within one year of graduation within the state of MD. The denominator is based on the number of respondents to this question that indicated that they were employed or were currently seeking employment.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		



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Outcome	Employment rate of graduates	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor degree recipients who held full- or part-time jobs within one year of graduation. The denominator is based on the number of respondents to this question that indicated that they were employed or were currently seeking employment.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Output	Number of Teacher Education enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all undergraduate and graduate students who declared a major (maj1, maj2, maj3) in one of the following Teacher Education majors (HEGIS Code): EDUC-0801.00; EDLeadership-0827.00; MAT-0803.12; ECED-0823.00; ELED-0802.00; CHLT-0837.00; HEALTHED-0837.00*Secondary Ed tracks only*; MATHED-0833.00; PHYSED-0835.01*Secondary Ed tracks only*; READ-0830.00; CURR-0829.01; *Students with a Secondary Education track of	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of Teacher Education graduates	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's and graduate degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Teacher Education majors (HEGIS Code): EDUC-0801.00; EDLeadership-0827.00; MAT-0803.12; ECED-0823.00; ELED-0802.00; CHLT-0837.00; HEALTHED-0837.00*Secondary Ed tracks only*; MATHED-0833.00; PHYSED-0835.01*Secondary Ed tracks only*; READ-0830.00; CURR-0829.01; *Students with a Secondary	The number of Teacher Education Bachelor's and Master's degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA		

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Input	Number of STEM enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all undergraduate and graduate students who declared a major (maj1, maj2, maj3) in one of the following Teacher Education majors (HEGIS Code): EDUC-0801.00; EDLeadership-0827.00; MAT-0803.12; ECED-0823.00; ELED-0802.00; CHLT-0837.00; HEALTHED-0837.00*Secondary Ed tracks only*; MATHED-0833.00; PHYSED-0835.01*Secondary Ed tracks only*; READ-0830.00; CURR-0829.01; *Students with a Secondary Education track of	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of STEM graduates	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's and graduate degree recipients (must have received a degree) who received a degree (maj1, maj2, or maj3) in one of the following STEM majors (HEGIS Code) Do NOT include double majors: COSC-0701.00; BIOL & Applied Biology-0401.00 and 0401.01; ENVH-0420.01*discontinued; MATH-1701.00; INFO-0702.00; CHEM-1905.00; PHYS-1902.00; EARTH-1917.00; GEOG-2206.00; GIS-2206.04; MATHEducation-0833.00; *May use	The number of STEM Bachelor's and Master's degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		

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Input	Number of Nursing undergraduate enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all undergraduate students who declared a major (maj1, maj2, maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00: *Note- second majors and PBC are NOT included.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of Nursing baccalaureate degrees	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00: *Note- second majors and PBC are NOT included: can use IPEDS completions survey to get this number.	The number of Nursing Bachelor's and graduate degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		

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Input	Number of Nursing graduate enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all graduate students who declared a major (maj1, maj2, maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		



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Output	Number of total Nursing degrees	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all graduate degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00: *Can use IPEDS completions survey to get this number.	The number of Nursing Bachelor's and graduate degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		

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Output	Number of Nursing graduate degrees	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's and graduate degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00; *Note- second majors and PBC are NOT included; can use IPEDS completions survey to get this number.	The number of Nursing Bachelor's and graduate degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		

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Input	Percentage of African-American undergraduates	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	Total African-American undergraduates divided by the total number of undergraduates excluding students of unknown ethnicity.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Input	Percentage of minority undergraduates	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The sum of all minority undergraduates, which includes the race/ethnicities of African-American, Hispanic, Asian-American, Native American, and students of Two or More races divided by the total number of undergraduates excluding students of unknown ethnicity.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Input	Percentage of economically disadvantaged students attending SU	CDS - Common Data Set			Data Extraction	Annually	FY 18: Fall 17	Number of degree-seeking undergraduate students, both full- and part-time, who applied for financial aid and who were determined to have financial need (from line H2c of the Common Data Set) divided by the total number of degree-seeking undergraduates (line H2a).	Data are reported using the definition established by USM and taken from the Common Data Set, which is a collaborative effort among the higher education community, the College Board, Thomson Peterson's, and U.S. News & World Report, to develop clear, standard data items and definitions for reporting among U.S. higher education institutions--CDS definitions typically align with the U.S. Department of Education's integrated postsecondary education data		

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Output	Second year retention rate: all students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2016 cohort that returned for Fall 17	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland four-year institution one year after matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Second year retention rate: African-American students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2016 cohort that returned for Fall 17	The percentage of first-time, full-time degree-seeking African-American undergraduates who re-enrolled at any Maryland four-year institution one year after matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Second year retention rate: minority students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2016 cohort that returned for Fall 17	The percentage of first-time, full-time degree-seeking minority undergraduates who re-enrolled at any Maryland four-year institution one year after matriculation. Minority includes two or more races, African-American, Hispanic, Asian-American, and Native American.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		



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Output	Six year graduation rate: all students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2011 cohort that graduated by spring 2017	The percentage of all first-time, full-time degree-seeking undergraduates who graduated from any Maryland four-year institution within six years of matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Six year graduation rate: African-American students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2011 cohort that graduated by spring 2017	The percentage of all African-American first-time, full-time degree-seeking undergraduates who graduated from any Maryland four-year institution within six years of matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Six year graduation rate: minority students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2011 cohort that graduated by spring 2017	The percentage of minority first-time, full-time degree-seeking undergraduates who graduated from any Maryland four-year institution within six years of matriculation. Minority includes African-American, Hispanic, Asian American, and Native American.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Outcome	Median salary of Salisbury University graduates one-year after graduation.	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	Salisbury University data are collected by the alumni survey question on annual salary and calculated using "median of grouped data" computation for graduates employed full-time. Computation can be found here: <a href="http://www.statcan.gc.ca/edu/power-pouvoir/ch11/media/n-mediane/5214872-eng.htm">http://www.statcan.gc.ca/edu/power-pouvoir/ch11/media/n-mediane/5214872-eng.htm</a>  Med = $\left\{ \left( \frac{\text{Sample Size}}{2} \right) - \text{cumulative frequency of preceding class} \right\} / \text{number of observations in class containing median} \times (\text{width of the interval containing the}$	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	Ratio of median salary of Salisbury University graduates one-year after graduation to the median earnings of the U.S. civilian work force with bachelor's degree	MHEC follow-up survey of recent graduates			Survey & US salary data: US Census Bureau/Bureau of Labor Statistics Current Population Survey (CPS)	Triennial	2015-16 graduates	Methodology: survey year matches CPS sample year. Salisbury University data are collected by the alumni survey question on annual salary and calculated using "median of grouped data" computation, divided by the median salary of US residents 25 years of age and older who have a bachelor's degree (from CPS Website).	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	Estimated number of Nursing graduates employed in Maryland as a health professional	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The number of Nursing bachelor degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries to extract the data	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Input	Number of applicants to the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	All students who apply to the professional Nursing program in the given Fall semester.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. The requirements for admission to the Nursing program are more stringent than for admission to the university. Nursing faculty/staff operate the professional program applicant tracking process.		

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Input	Number of applicants accepted into the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	The number of students who are conditionally admitted to the professional Nursing program. These students must satisfactorily meet all criteria for admission before they are granted final admission.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. The requirements for admission to the Nursing program are more stringent than for admission to the university. Nursing faculty/staff operate the professional program applicant/acceptance process matching applicant data against predetermined admission criteria.		



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Input	Number of applicants not accepted into the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	Applicants who were rejected because they did not meet acceptance criteria, or who failed to follow through on their application to the professional Nursing program.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. Students not meeting criteria are rejected.		

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Input	Number of new enrollments in the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	Students who have enrolled in the institution, and have met all professional Nursing program criteria.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. If accepted, students are eligible to enroll officially as professional Nursing majors.		

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Measures the headcount of students who are enrolled at Towson University, as of the university's fall enrollment census. From NCES's definition of fall enrollment, "Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each enrolled student is counted once.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	A standard definition for "Fall Enrollment" has been established by the National Center for Education Statistics. <a href="https://surveys.nces.ed.gov/ipeds/VISGlossaryPopup.aspx?idlink=802">https://surveys.nces.ed.gov/ipeds/VISGlossaryPopup.aspx?idlink=802</a>

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Output	Measures the number of bachelor's, master's, and doctoral degrees, conferred by Towson University, within an academic year.	Data are stored in the university's annual degree extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, during July.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	Each conferred degree, is counted once. Multiple degrees can be conferred to one student.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the annual degree file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	
Outcomes	The percentage of survey respondents who reported that they were employed full-time or part-time.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Online survey.	Every three years.	Academic year	Number of employed respondents is divided by the number of respondents who answered the question about employment.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	MHEC report. <a href="http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2016-4yrGradFollow.pdf">http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2016-4yrGradFollow.pdf</a>

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Outcomes	Estimated number of graduates employed in Maryland.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The percentage of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow-up survey of graduates multiplied by the number of bachelor degree recipients.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Response rates to surveys have been decreasing in recent years.	
Input	The number (headcount) of students who are enrolled in educational programs that will prepare them for certification as a teacher.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The headcount of undergraduate students who have been accepted and enrolled into a teacher-training program. (Pre-education majors are not included.) Also includes, the number of students who have received a bachelor's or higher degree and are enrolled in a post-baccalaureate certification program, resident teacher certification program or masters of arts in teaching (MAT) program.	Regular controls for the enrollment extract. Data are also checked by officials in the university's College of Education.	n/a	

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Output	The number (headcount) of students who have completed the requirements for teacher certification eligibility.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	The number of undergraduate students who have completed all the requirements for teacher certification. Also, the number of students enrolled in post-baccalaureate certification programs, resident teacher certification programs or MAT programs who have completed all the requirements for teacher	Regular controls for the degree extract.	n/a	

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Quality	The percentage of students who take and successfully pass the PRAXIS II exam.	U.S. Department of Education	Title II Report	College of Education. Associate Dean, Laila Richman. lrichman@towson.edu		Annual, February	Fall, spring, and summer of preceding year.	The number of undergraduate and post-baccalaureate students who passed the PRAXIS II divided by the number of undergraduate and post-baccalaureate students who took Praxis II.	The College of Education (COE) staff submit demographic information on its completers from fall, spring, and summer of the preceding year to the Educational Testing Service (ETS), beginning in October. ETS then matches demographic data to demographic data submitted by Praxis 2 test-takers in their files. Matched data are posted on a secure website and must be verified by the College of Education through verification of weekly updates from ETS on the secure website through	n/a	Title II Report. <a href="https://title2.ed.gov/Public/Home.aspx">https://title2.ed.gov/Public/Home.aspx</a>

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Input	Measures the number of undergraduate enrollments, in Science, Technology, Engineering, and Math (STEM) programs at Towson University, as of the university's fall enrollment census. This is a duplicated headcount, meaning that all majors (e.g. first and second majors) are counted.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Enrollments are summed for the following bachelor's programs. Biology / Chemistry / Computer Science / Earth-Space Science / Environmental Science & Studies / Forensic Chemistry / Geology / Information Systems / Information Technology / Mathematics / Medicinal Chemistry / Molecular Biology, Biochemistry & Bioinformatics / Physics	Regular controls for the enrollment extract.	n/a	



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Input	Measures the number of graduate enrollments, in Science, Technology, Engineering, and Math (STEM) programs at Towson University, as of the university's fall enrollment census. This is a duplicated headcount, meaning that all majors (e.g. first and second majors) are counted.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Enrollments are summed for the following graduate programs. Applied & Industrial Mathematics (Master's) / Applied Information Technology (Master's) / Applied Physics (Master's) / Biology (Master's) / Computer Science (Master's) / Database Management Systems (PBC) / Environmental Science (Master's) / Forensic Science (Master's) / Information Security & Assurance (PBC) / Information Systems Management	Regular controls for the enrollment extract.	n/a	

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Output	Measures the number of bachelor's, master's, and doctoral degrees, conferred by Towson University's STEM programs, within an academic year.	Data are stored in the university's annual degree extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, during July.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	Each conferred degree, is counted once. Multiple degrees can be conferred to one student.	Regular controls for the degree extract.	n/a	
Input	Measures the number of applicants for fall admission to the university's undergraduate nursing major. A qualified applicant is a student who has submitted a completed application, has completed at least 42 undergraduate credits, has completed three laboratory science prerequisite courses, has completed the ENGL 102 course, and has at least a 3.0 cumulative GPA.	University's Department of Nursing	Databased maintained by Department of Nursing	Department of Nursing Chairperson, Hayley Mark, hmark@towson.edu	Application data are entered in the Department of Nursing's applicant database.	Data are collected annually. Fall applications are due by January 15th.	Fall semester of the academic year.	Each qualified applicant is counted once.	Applicant data are verified by checking submitted data against official university transcripts.	n/a	

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Input	Measures the number of students who are admitted, for the fall term, into the university's undergraduate nursing program.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Department of Nursing Chairperson, Hayley Mark, hmark@towson.edu	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each newly-admitted enrolled student is counted once.	The Department of Nursing submits enrollment data to OIR, which OIR checks against the university's enrollment extract.	n/a	
Input	Measures the number of students who are enrolled in the university's undergraduate nursing program. Pre-nursing students are not counted. This is a unique headcount, meaning that students are counted only one time.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each undergraduate nursing student is counted once (unduplicated headcount). Pre-nursing students are excluded.	Regular controls for the enrollment extract.	n/a	

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Input	Measures the number of students who are enrolled in one of the university's Master's of Nursing program. This is a unique headcount, meaning that students are counted only one time.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each Master's of Nursing student is counted once (unduplicated headcount).	Regular controls for the enrollment extract.	n/a	
Output	Measures the number of bachelor's, and master's nursing degrees conferred by Towson University, within an academic year.	Data are stored in the university's annual degree extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, during July.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	Each conferred degree, is counted once. Multiple degrees can be conferred to one student, if a student completes both a bachelor's and master's degree within the same academic year.	Regular controls for the degree extract.	n/a	
Quality	Measures the percentage of TU-trained students who take and pass the NCLEX-RN licensing examination.	National Council State Boards of Nursing (NCSBN) and Pearson VUE.	Maryland Board of Nursing Website. <a href="https://mbon.maryland.gov/Pages/education-nclex-stats.aspx">https://mbon.maryland.gov/Pages/education-nclex-stats.aspx</a>	Department of Nursing Chairperson, Hayley Mark, hmark@towson.edu	Retrieved from Maryland Board of Nursing Website.	Annual, Autumn	Fiscal Year (July 1 through June 30)	Number passing is divided by the number of first-time testers.	Internal controls at Pearson VUE.	n/a	Passing rates for other MD institutions. <a href="https://mbon.maryland.gov/Pages/education-nclex-stats.aspx">https://mbon.maryland.gov/Pages/education-nclex-stats.aspx</a>

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Outcomes	Measures the median salary of full-time, employed survey respondents (recent Towson University graduates), the year after their graduation.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The salaries are reported in \$5,000 bands. So the reported salary is the median observation. The band range is divided by the number of observations in that band. The median observation is ranked within the band and multiplied by the value from the preceding step. That value is added to the bottom value of the band range.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	
Outcomes	Measures the ratio of the median salary of full-time, employed survey respondents (recent Towson University graduates) to that of the college-educated workforce.	MHEC Follow-Up Survey of Bachelor's Degree Recipients, BLS, U.S. Census Bureau	Survey results are stored in datasets on a Towson University network share. BLS/Census data are published on the Census Bureau's website.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The median salary of survey respondents (described in M201) is divided by the median salary of U.S. residents, ages 25 and older, who possess a bachelor's degree.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Measures the percentage of enrolled, undergraduate students who identify as a racial/ethnic minority. This includes students who are U.S. citizens and identify as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or multiple races. Students are not counted as racial/ethnic minorities if they are nonresident aliens, if they identify as white only, or if their race/ethnicity is unknown.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The headcount of enrolled, undergraduate, racial/ethnic minority students is divided by the total headcount of enrolled, undergraduate students.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	

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Input	Measures the percentage of enrolled, undergraduate students who are U.S. Citizens, identify as Black or African-American, and do not identify as any other race/ethnicity. Race/ethnicity categories are reported per specifications from the National Center for Education Statistics. <a href="https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes">https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes</a>	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The headcount of enrolled, undergraduate, Black or African-American students is divided by the total headcount of enrolled, undergraduate students.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	
Output	Measures the percentage of first-time, full-time, degree-seeking, minority undergraduates who re-enrolled at any Maryland public four-year institution one year after initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, <a href="mailto:barbara.schmertz@maryland.gov">barbara.schmertz@maryland.gov</a>		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Measures the percentage of first-time, full-time, degree-seeking, Black or African-American undergraduates who re-enrolled at any Maryland public four-year institution one year after initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	
Output	Measures the percentage of first-time, full-time, degree-seeking, minority undergraduates who graduate, with a bachelor's degree, at any Maryland public four-year institution, within six years of their initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and sixth spring semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	



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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Measures the percentage of first-time, full-time, degree-seeking, Black or African-American undergraduates who graduate, with a bachelor's degree, at any Maryland public four-year institution, within six years of their initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and sixth spring semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	
Input	Measures the number of enrolled undergraduate students, whose parents did not attend college.	University's enrollment extract and Institutional Student Information Records (ISIR), which are compiled from the FAFSA	University's enrollment extract. ISIR data are stored in the university's Enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Number of undergraduate students, both full- and part-time, who applied for financial aid and reported that neither parent completed college. (Does not include students who reported that one or both parents' education level(s) was/were unknown.)	Regular controls for the enrollment extract. Data reviewed for consistency.	n/a	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Measures the percentage of first-time, full-time, degree-seeking, first-generation undergraduate students who graduate, with a Towson University bachelor's degree, within six years of their initial enrollment at Towson University.	Towson University enterprise information system.	Towson University enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic.	Annually	Fall semester of the cohort's academic year and sixth summer semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Numbers are checked for consistency. Matches are made using the students' unique TU identification number.	n/a	
Input	Measures the number of enrolled undergraduate students, whose family income is less than 150% of the poverty mark, as established by the U.S. Department of Health and Human Services.	University's enrollment extract and Institutional Student Information Records (ISIR), which are compiled from the FAFSA	University's enrollment extract. ISIR data are stored in the university's Enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Number of undergraduate students, both full- and part-time, who applied for financial aid and whose reported family income is less than 150% of the poverty mark as set by the US Department of Health and Human Services (HHS).	Regular controls for the enrollment extract. Data reviewed for consistency.	n/a	

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Output	Measures the percentage of first-time, full-time, degree-seeking, first-generation undergraduate students who graduate, with a Towson University bachelor's degree, within six years of their initial enrollment at Towson University.	Towson University enterprise information system.	Towson University enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic.	Annually	Fall semester of the cohort's academic year and sixth summer semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Numbers are checked for consistency. Matches are made using the students' unique TU identification number.	n/a	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Measures the number of incoming transfer and first-time undergraduate students who reported that they are service members or military veterans.	Data are stored in the university's fall enrollment extract and the university's application extract.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Using a SAS query, the IRD identifies incoming students as veterans/service-members if they answered "yes" to these questions on their student admission application, or if they provided dates of military service. <ul style="list-style-type: none"> <li>• Were you active duty for at least a year a year?</li> <li>• Are you a disabled veteran?</li> <li>• Are you a reservist in any of the US Armed Forces, including the National Guard?</li> <li>• I am a veteran of the United States Armed Forces who received an</li> </ul>	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Measures the percentage of incoming first-time and transfer, veteran or military students, who re-enroll at Towson University one year after their initial enrollment at Towson University.	Towson University enrollment extracts.	Towson University enrollment extracts.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the enrollment extracts using SAS and SQL.	Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Numbers are checked for consistency. Matches are made using the students' unique TU identification number.	n/a	
Output	Maryland Higher Education Commission (MHEC)	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	
Output	Maryland Higher Education Commission (MHEC)	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who graduate by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Quality	The percentage of employed-full-time survey respondents who rated their TU education as excellent, good, or adequate for their job.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The number of employed-full-time survey respondents who rated their TU education as excellent, good, or adequate for their job is divided by the number of employed-full-time survey respondents who answered that question.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	
Quality	The percentage of survey respondents who are enrolled in graduate school and who rated their TU education as excellent, good, or adequate for their advanced education.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The number of respondents who reported being enrolled in graduate school and who rated their TU education as excellent, good, or adequate for their advanced education is divided by the number of survey respondents who are enrolled in graduate school and who answered that question.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	

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Efficiency	Measures the expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value.	Towson University Budget Office, Towson University Facilities, USM Budget Office.	Capital budgets. USM replacement values.	University Budget Office, Director, Catherine Mattingly. cmattingly@towson.edu	Annual budget reports.	Annual	Fiscal Year	For the current and out year, the percentages figures for stateside renewal and replacement is derived by the University Budget Coordinator (UBC) using the USM replacement value as the denominator. The figure for the numerator is arrived at by adding together the budgeted amount from USM for facilities renewal bond funding, the amount budgeted for expenditures in SBS for subcode 1499 in program 07, and the amount budgeted in the stateside renewal and replacement	The UBC reviews these figures for validity and consistency against prior years. The UBC forwards this information to the IRD.	n/a	

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Input	Measures the number of full-time equivalent students enrolled in distance education and off campus courses	Data are stored in the university's fall credit hour extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The FTE of courses that take place off-campus or online is calculated as 15 undergraduate credits, 12 master's level credits, 10 doctoral level credits, or nine doctoral-research credits count as one FTE student.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the	n/a	



**UB DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcome	Number of respondents who check full or part-time employment/ divided by total respondents to question.	MHEC Survey, Information System (EIS) database				3 Years	state fiscal year	Number of respondents who check full or part-time employment/divided by total respondents to question.			
Outcome	Number passing bar exam on first attempt divided by total first time takers.	ABA-LSAC, Official Guide to Law Schools				Annually	calendar year	Number passing bar exam on first attempt divided by total first time takers.			

**UB DATA DEFINITIONS AND CONTROL PROCEDURES**

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Output	Non-traditional class-- includes on-line, independent study (use the table below called individualized studies), internships and study abroad divided by total number of students	MHEC: EIS				Annually	state fiscal year	Non-traditional class--includes on-line, independent study (use the table below called individualized studies), internships and study abroad divided by total number of students			

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Output	The percentage of all first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation.	MHEC: EIS, DIS				Annually	state fiscal year	The percentage of all first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation.			

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Output	The percentage of African-American first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation. Data provided by MHEC.	MHEC: EIS, DIS				Annually	state fiscal year	The percentage of African-American first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation. Data provided by MHEC.			
Quality	Number of respondents selecting excellent, good or fair to question	MHEC Survey				3 Years	state fiscal year	Number of respondents selecting excellent, good or fair to question			

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Quality	Number of students answering excellent, good or fair preparation divided by total respondents to the question.	MHEC Survey				3 Years	state fiscal year	Number of students answering excellent, good or fair preparation divided by total respondents to the question.			
Output	% graduation of first-time, full-time degree seeking for all undergraduate students	MHEC: EIS, DIS				Annually	state fiscal year	% graduation of first-time, full-time degree seeking for all undergraduate students			

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Output	% graduation of first-time, full-time degree seeking for all undergraduate African-American students.	MHEC: EIS, DIS				Annually	state fiscal year	% graduation of first-time, full-time degree seeking for all undergraduate African-American students.			
Output	# of African-America, American-Indian, Asian, Hispanic, Muti-racial and Hawaii who graduate from UB	DIS				Annually	state fiscal year	# of African-America, American-Indian, Asian, Hispanic, Muti-racial and Hawaii who graduate from UB			
Output	# of African-American undergrads divided by total Undergrads.	EIS				Annually	state fiscal year	# of African-American undergrads divided by total Undergrads.			

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Output	# of degree seeking undergrads, both full and part-time, who applied for Financial aid and who are determined to have financial need/divided by total number of degree seeking undergrads.	Common Data Set – To calculate: take the total from columns 2 and 3 ( "Full-time Undergraduate (incl Fresh.)" and "Less Than Full-time Undergraduate") of H2C of the CDS and divide by the total from H2A (columns 2 and 3). S-5 (FinAid)				Annually	state fiscal year	# of degree seeking undergrads, both full and part-time, who applied for Financial aid and who are determined to have financial need/divided by total number of degree seeking undergrads.			

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Outcome	Percentage of bachelor degree recipients in IT, MIS and Digital Entertainment who say they work in Maryland.	MHEC Survey				3 Years	state fiscal year	Percentage of bachelor degree recipients in IT, MIS and Digital Entertainment who say they work in Maryland.			
Output	Fees, sales and rentals.	Maryland Budget				Annually	federal fiscal year	Fees, sales and rentals.			
Output	Number of Awards	Maryland Budget				Annually	federal fiscal year	Number of Awards			
Output	Number of grants from federal sources divided by total number of all grants	Maryland Budget				Annually	federal fiscal year	Number of grants from federal sources divided by total number of all grants			



UMB DATA DEFINITIONS AND CONTROL PROCEDURES

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output	Number of graduates from undergraduate nursing program (BSN)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Baccalaureate degree awards for HEGIS code 120300 (Nursing)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Dentistry program (DDS)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 120400 (Dentistry)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Law program (JD)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 140100 (Law)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Medicine program (MD)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 120600 (Medicine)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Nursing (DNP) program	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 120302 (Nursing Practice)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Pharmacy program (PharmD)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 121100 (Pharmacy)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Physical Therapy (DPT and DScPT) programs	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS codes 120201 (Physical Therapy) and 120202 (Physical Therapy)	Subject to periodic audit	None	Peer institutions

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output	Professional Practice Doctorate Total	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Total M102 : M107	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional masters (MS) programs	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Master's Degree total awards for HEGIS codes 120100 (Palliative Care), 120732 (Forensic Medicine), 121411 (Health and Social Innovation), 129958 (Regulatory Science), 129960 (Health Science), 129961 (Pharmacometrics), 140102 (Master of Science in Law), 149900 (Cybersecurity Law), 149901 (Homeland Security and Crisis Management Law). Annually check for new professional masters programs to add.	Subject to periodic audit	None	Peer institutions
input	Grants/contract awards (\$M)	Total unduplicated grants and contracts as reported to the Board of Regents Education Policy Committee	USM Extramural Funding Report, based on data provided by ORD (includes UMBF and VA and other sources)	UMB ORD	Database query	Annual	FY 2018 value = FY 2018 Actual data	Sum of Awarded Obligated Amounts	Subject to periodic audit	None	Peer institutions
output	Cumulative number of active licenses or options	UMB Office of Research and Development	Association of University Technology Managers Licensing Survey as reported by UMB Office of Research and Development	UMB ORD	Database query and document review	Annual	FY 2018 value = FY 2018 AUTM report	AUTM Licensing Survey Question Number 9C	Subject to periodic audit	None	National AUTM Survey results

UMB DATA DEFINITIONS AND CONTROL PROCEDURES

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output	Disclosures Received	UMB Office of Research and Development	Association of University Technology Managers Licensing Survey as reported by UMB Office of Research and Development	UMB ORD	Database query and document review	Annual	FY 2018 value = FY 2018 AUTM report	AUTM Licensing Survey Question Number 13A	Subject to periodic audit	None	National AUTM Survey results
output	New patent applications filed	UMB Office of Research and Development	Association of University Technology Managers Licensing Survey as reported by UMB Office of Research and Development	UMB ORD	Database query and document review	Annual	FY 2018 value = FY 2018 AUTM report	AUTM Licensing Survey Question Number 13C	Subject to periodic audit	None	National AUTM Survey results
outcome	Number of nationally recognized memberships and awards to UMB faculty	The Center for Measuring University Performance at Arizona State University and the University of Massachusetts Amherst	The Top American Research Universities	UMB IESPA	Document review	Annual	FY 2018 value = 2016 report = 2015 data	Sum of National Academy Memberships and Faculty Awards as reported for UMB	Assumed reliable	None	National research universities
outcome	Dentistry (DDS) graduation rate within 6 years (150% of time to degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Six year graduation rate for a four year program	Award of DDS degree to students in entering DDS Fall 2012 cohort by Spring 2018, equivalent to 150% of time to degree for a four year program	Subject to periodic audit	None	Peer institutions

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
outcome	Law (JD) Day program graduation rate within 4.5 Years (150% of time to degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Four and a half year graduation rate for a three year program	Award of JD degree to students in entering Day JD Fall 2013 cohort by Fall 2017, equivalent to 150% of time to degree for a three year program	Subject to periodic audit	None	Peer institutions
outcome	Medicine (MD) graduation rate within 6 years (150% of time to degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Six year graduation rate for a four year program	Award of MD degree to students in entering MD Fall 2012 cohort by Spring 2018, equivalent to 150% of time to degree for a four year program	Subject to periodic audit	None	Peer institutions
outcome	Nursing (BSN) graduation rate within 3 years (150% of time degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Three year graduation rate for a two year program	Award of BSN degree to students in entering BSN Fall 2015 cohort by Spring 2018, equivalent to 150% of time to degree for a two year program	Subject to periodic audit	None	Peer institutions
outcome	Pharmacy (PharmD) graduation rate within 6 years (150% of time to degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Six year graduation rate for a four year program	Award of PharmD degree to students in entering PharmD Fall 2012 cohort by Spring 2018, equivalent to 150% of time to degree for a four year program	Subject to periodic audit	None	Peer institutions
outcome	Physical Therapy (DPT) graduation rate within 4.5 Years (150% of time to degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Four and a half year graduation rate for a three year program	Award of DPT degree to students in entering DPT Summer 2013 cohort by Summer 2017, equivalent to 150% of time to degree for a three year program	Subject to periodic audit	None	Peer institutions
outcome	Social Work (MSW) graduation rate within 3 years (150% of time degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Three year graduation rate for a two year program. Excludes students admitted with advanced standing	Award of MSW degree to students in entering MSW Fall 2015 cohort by Spring 2018, equivalent to 150% of time to degree for a two year program	Subject to periodic audit	None	Peer institutions

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quality	Dentistry (ADEX) first time exam pass rate	The ADEX Dental Examination is administered by the Commission on Dental Competency Assessments for senior dental students.	Score results report	UMB IESPA	Data for UMB available only through UMB School of Dentistry	Annual	FY 2018 value = Class of 2017	The reported passing rate represents the number of Doctor of Dental Surgery graduates from each class who pass all five parts of the ADEX on the first try divided by all first time examinees. Calculation depicted at this URL: <a href="http://www.umaryland.edu/institutionalresearch/accountability/licensing-exam-pass-rates/">http://www.umaryland.edu/institutionalresearch/accountability/licensing-exam-pass-rates/</a>	Assumed reliable	None	Peer institutions
quality	Law (Maryland Bar) first time exam pass rate	The State Board of Law Examiners administers the Maryland bar examination twice each year in February and July. Pass rates for University of Maryland Carey School of Law Juris Doctor graduates are reported in the Standard 509 Information Report by the American Bar Association.	Score results report	UMB IESPA	Downloaded from website	Annual	FY 2018 value = February and July 2016 test takers	The reported passing rate represents the number of Juris Doctor graduates who pass the Maryland bar examination on the first try each year divided by all first time examinees. See URL for M210.	Assumed reliable	None	Peer institutions

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quality	Medicine (USMLE Step 2 CK) first time exam pass rate	The United States Medical Licensing Examination is a three-step examination for medical licensure in the United States and is sponsored by the Federation of State Medical Boards and the National Board of Medical Examiners (NBME).	Score results report	UMB IESPA	Data for UMB available only through UMB School of Medicine	Annual	FY 2018 value = July 2016 through June 2017 test takers	The Step 2 Clinical Knowledge exam is typically administered to fourth year medical students. Scores are reported by the NBME for exams administered between July 1 and June 30 each year. The reported passing rate represents the number of examinees who pass on the first try divided by all first time examinees.	Assumed reliable	None	Peer institutions
quality	Nursing BSN (NCLEX) first time exam pass rate	NCLEX examinations are developed and owned by the National Council of State Boards of Nursing (NCSBN). The NCSBN administers these examinations on behalf of the Maryland Board of Nursing which reports scores for graduates from the University of Maryland School of Nursing Bachelor of Nursing (BSN) program.	Score results report	UMB IESPA	Downloaded from website	Annual	FY 2018 value = July 2016 through June 2017 test takers	The National Council Licensure Examination is a nationwide examination for the licensing of nurses in the United States and Canada. The reported passing rate represents the number of examinees between July 1 and June 30 each year who pass the examination on the first try divided by all first time examinees. See URL for M210.	Assumed reliable	None	Peer institutions

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quality	Pharmacy (NAPLEX) first time exam pass rate	The North American Pharmacist Licensure Examination is administered by the National Association of Boards of Pharmacy. The NABP reports the results of all candidates who reported graduating from one of the reported schools/colleges of pharmacy and took the exam within the same year.	Score results report	UMB IESPA	Downloaded from website	Annual	FY 2018 value = 2017 graduates	The reported passing rate for the University of Maryland School of Pharmacy represents the number of graduates who pass the examination on the first try divided by all first time examinees who graduated that year. See URL for M210.	Assumed reliable	None	Peer institutions
quality	Physical Therapy (NPTE) first time exam pass rate. NEW MEASURE FOR 2017 MFR. Previously, the three year average of ultimate pass rates was reported for this indicator.	The Federation of State Boards of Physical Therapy reports pass rate information for the National Physical Therapy Exam.	Score results report	UMB IESPA	Data for UMB available only through UMB Physical Therapy Program	Annual	FY 2018 value = 2017 graduation class	The reported scores passing rate for Doctor of Physical Therapy represents the number of DPT students in a graduating class who pass the examination on the first try divided by all first time examinees. See URL for M210.	Assumed reliable	None	Peer institutions
quality	Social Work (LGSW) first time exam pass rate	The Licensed Graduate Social Work exam is administered by the Association of Social Work Boards and reported by the Maryland Board of Social Work Examiners.	Score results report	UMB IESPA	Data for UMB available only through UMB School of Social Work	Annual	FY 2018 value = 2016 exam	The reported passing rate for the University of Maryland School of Social Work represents the number of Master of Social Work graduates who pass the examination on the first try divided by all first time examinees who graduated that year. See URL for M210.	Assumed reliable	None	Peer institutions

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outcome	Dentistry (DDS) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May DDS graduates divided by number of May DDS graduates with debt			Peer institutions
outcome	Law Day and Evening (JD) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May JD graduates from Day and Evening programs divided by number of May JD graduates with debt			Peer institutions
outcome	Medicine (MD) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May MD graduates divided by number of May MD graduates with debt			Peer institutions
outcome	Nursing (MS,CNL,DNP) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May Nursing MS, CNL, and DNP graduates divided by number of May Nursing MS, CNL, and DNP graduates with debt			Peer institutions
outcome	Pharmacy (PharmD) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May PharmD graduates divided by number of May PharmD graduates with debt			Peer institutions
outcome	Physical Therapy (DPT) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May DPT graduates divided by number of May DPT graduates with debt			Peer institutions
outcome	Social Work (MSW) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May MSW graduates divided by number of MSW graduates with debt			Peer institutions
input	Headcount enrollment of students educated entirely online	UMB Student Information Management System	Fall Term Enrollment Information System File – Distance Education Enrollment Code (DD100)	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Students coded as enrolled exclusively in distance education (DD100 = '1')	Subject to periodic audit	None	Peer institutions



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outcome	Employment rate of graduates (undergraduates only)	MHEC Survey of Recent Alumni. Next scheduled administration Spring 2020.	Survey responses	UMB IESPA	Database query	Every 3 Years	FY 2017 value = 2017 survey, FY 2016 value = 2014 survey, FY 2015 value = 2011 survey, FY 2014 value = 2008 survey, FY 2013 value = 2005 survey	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	Self reported by survey respondents	Survey conducted in 2002, 2005, 2008, 2011, 2014 and 2017.	Maryland institutions
quality	Graduates satisfaction with education (Nursing only)	MHEC Survey of Recent Alumni. Next scheduled administration Spring 2020.	Survey responses	UMB IESPA	Database query	Every 3 Years	FY 2017 value = 2017 survey, FY 2016 value = 2014 survey, FY 2015 value = 2011 survey, FY 2014 value = 2008 survey, FY 2013 value = 2005 survey	Ratio of survey responses by all School of Nursing graduates of "excellent" or "good" to all non-null responses to question: "Overall, how would you rate your educational experience at the School of Nursing?"	Self reported by survey respondents	Survey conducted in 2002, 2005, 2008, 2011, 2014 and 2017.	Maryland institutions
input	Joint Professional Masters enrollment: MS in Law (with UMCP)	UMB Student Information Management System		UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in Master of Science in Law (HEGIS Code 140102)	Subject to periodic audit	None	USM institutions
input	Universities at Shady Grove enrollment: Nursing	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in any Nursing program (currently BSN program with HEGIS Code 120300) where Course Assignment Location = "11 - Shady Grove"	Subject to periodic audit	None	USM institutions

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input	Universities at Shady Grove enrollment: Social Work	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in any Social Work program (currently MSW program with HEGIS Code 210400) where Course Assignment Location = "11 – Shady Grove"	Subject to periodic audit	None	USM institutions
input	Universities at Shady Grove enrollment: Pharmacy	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in any Pharmacy program (currently PharmD program with HEGIS Code 121100) where Course Assignment Location = "11 – Shady Grove"	Subject to periodic audit	None	USM institutions
input	Universities at Shady Grove enrollment: Other Programs	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in any program not already reported in M305, 306, or 307 where Course Assignment Location = "11 – Shady Grove"	Subject to periodic audit	None	USM institutions
input	Universities at Shady Grove enrollment: Total	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Total M305 : M308	Subject to periodic audit	None	USM institutions
input	Laurel College Center enrollment	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in any program (currently BSN program with HEGIS Code 120300) where Course Assignment Location = "17 – Laurel College Center"	Subject to periodic audit	None	USM institutions

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input	Number of hours in Days of Service for UMB employees through UMB Supports Maryland Unites	UMB Office of Community Engagement	To be determined	UMB IESPA	To be determined	To be determined	Undefined	Measure not currently collected	To be determined	Undefined	Undefined
input	Number of days in public service per full-time faculty	UMB Faculty Non-Instructional Productivity Report (questions 13 through 16).	SIMS database	UMB IESPA	Database query	Annual	FY 2018 value = June 1, 2017 through May 31, 2018 reporting period etc.	Number of days spent in public service (questions 13 – 16) divided by surveyed full-time faculty. Based on survey results only, not actual number of faculty.	Self reported by faculty but subject to departmental approval	None	USM Institutions
input	Campaign giving, annual (\$M)	UMB Office of Development and Alumni Relations, Office of Resource Management	Fundraising report	UMB IESPA	Aggregation of fundraising receipts	Monthly	FY 2018 value = FY 2018 actual etc.	Annual campaign fundraising amount. Estimates provided by ORM	Subject to periodic audit	None	Peer institutions
outcome	Endowment, annual total (\$M)	UMB Office of Development and Alumni Relations, Office of Resource Management	Financial systems	UMB IESPA	Review of financial reports	Annual	FY 2018 value = FY 2018 actual etc.	Value of combined endowments as of June 30: Common Trust; UMBF; USMF; and Trustees of the Endowment. Estimates by ORM	Subject to periodic audit	None	Peer institutions
efficiency	Annual cost savings as a percent of actual budget	UMB Office of Budget and Finance	UMB Office of Budget and Finance analysis	UMB IESPA	Review of financial reports	Annual	FY 2018 value = FY 2018 actual etc.	Dollar value of efficiency efforts initiatives divided by total actual budget	Subject to periodic audit	None	Peer institutions
efficiency	Operating Expenditures per Adjusted FTES	UMB Office of Budget and Finance	IPEDS Finance Survey; IPEDS 12 Month Enrollment Survey	UMB IESPA	Review of financial reports	Annual	FY 2018 value = FY 2017 IPEDS data etc.	Total Core Expenses divided by Adjusted FTE. First Professional students weighted by a factor of 4.	Subject to periodic audit	None	Peer institutions

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input	Enrollment (total undergraduate)	UMB Student Information Management System	Fall Term Enrollment Information System File and UMB Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017	Fall Headcount of Undergraduate Student Enrollment as defined by the MHEC S-7 Report of Preliminary Opening Fall Enrollment.	Subject to periodic audit	None	Peer institutions
input	Percent of minority of all undergraduates	UMB Student Information Management System	Fall Term Enrollment Information System File and UMB Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017	The sum of undergraduate students identified as American Indian, African-American (Black), Asian, Hispanic, Pacific Islander, or Multi-Racial divided by the total number of undergraduates.	Subject to periodic audit	For legal reasons, UMB only reports minority enrollment attainment. No estimates are reported.	Peer institutions
input	Percent of African American of all undergraduates	UMB Student Information Management System	Fall Term Enrollment Information System File and UMB Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017	The sum of undergraduate students identified as African-American (Black) divided by the total number of undergraduates.	Subject to periodic audit	For legal reasons, UMB only reports minority enrollment attainment. No estimates are reported.	Peer institutions
output	Total bachelor's degree recipients	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Bachelors Degree total awards for the following HEGIS codes: 120300 (Nursing); 121300 (Dental Hygiene); and 122301 (Medical Laboratory Technologist).	Subject to periodic audit	None	Peer institutions
quality	Percent of replacement cost expended in facility renewal and renovation	USM Office of Capital Budget	USM Office of Capital Budget analysis	UMB IESPA	Review of financial reports	Annual	FY 2018 value = FY 2018 actual etc.	Expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value.	Subject to periodic audit	None	USM Institutions

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input	Applicants to undergraduate nursing programs	UMB Student Information Management System	Fiscal 2014 through 2018: UMB IESPA application freeze file detail of applications reported in annual Application Information System (AIS) file.	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017 actual etc.	Number of applications for undergraduate nursing program reported in annual Application Information System (AIS) file. Level = NS; Degree = BSN; Acceptance Codes = ALL	Subject to periodic audit	None	Peer institutions
outcome	Qualified applicants to undergraduate nursing programs denied admission	UMB Student Information Management System	Fiscal 2014 through 2018: UMB IESPA application freeze file detail of applications reported in annual Application Information System (AIS) file.	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017 actual etc.	Applications reported for M706 with Qualified Not Admitted (QN) or Waitlisted (WL) Acceptance Code	Subject to periodic audit	None	Peer institutions

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Outcome	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	Questions on the survey conform to the MHEC guidelines. Number of respondents reporting full or part time employment divided by the total survey sample.	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Quality	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job (including those who were undecided in the denominator.)	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of bachelor's degree recipients employed full-time within one year of graduation rating their education as excellent, good, or adequate (fair) preparation for their job divided by the total # of bachelor's degree recipients employed full-time within one year of graduation (including those who were undecided in the denominator.)	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Outcome	The number of bachelor's degree recipients reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study one year following graduation per the total # of bachelor's degree recipients answering the survey and responding to this question	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of bachelor's degree recipients reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study one year following graduation divided by the total # of bachelor's degree recipients answering the survey and responding to this question	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	The number of African-American bachelor's degree recipients reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study one year following graduation per the total number of African-American bachelor's degree recipients	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of African-American bachelor's degree recipients reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study one year following graduation divided by the total number of African-American bachelor's degree recipients responding to the survey	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Quality	The percentage of bachelor's degree recipients who enrolled FT or PT in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good or adequate (fair).	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of bachelor's degree recipients who enrolled FT or PT in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good or adequate (fair) divided by # of bachelor's degree recipients who enrolled FT or PT in graduate or professional school within one year of graduation	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Outcome	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation AND/OR enrolled in graduate or professional school (reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study) one year following	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of bachelor's degree recipients who held full- or part-time jobs within one year of graduation AND/OR enrolled in graduate or professional school (reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study) one year following graduation divided by the	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Outcome	The percentage of African-American bachelor's degree recipients who held full- or part-time jobs within one year of graduation AND/OR enrolled in graduate or professional school (reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class -Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of African-American bachelor's degree recipients who held full- or part-time jobs within one year of graduation AND/OR enrolled in graduate or professional school (reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study) one year following	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Input	Number of students determined to be enrolled and accepted into UMBC's education program at the undergraduate level.	UMBC Dept. of Education	Due to the fact that Education is not an undergraduate major at UMBC, it is necessary for the Department of Education to maintain its own data base.	UMBC Dept. of Education	Data are collected from the UMBC Dept. of Education. They provided the following control procedures: Due to the fact that Education is not an undergraduate major at UMBC, it is necessary for the Department of Education to maintain its own data base. All courses taken in the Education Department are Permission Only courses	Data are collected on a semester basis.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	Count of the number of undergraduate students meeting the requirements to enroll in the UG education program.	All courses taken in the Education Department are Permission Only courses. For this reason, all undergraduate teacher candidates must see an adviser each semester. Undergraduate teacher candidates have a major advisor who is responsible for ensuring that all major and university requirements have been met. In addition, teacher candidates meet with an		



UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Input	Number of graduate students enrolled in UMBC education graduate programs.	UMBC Student Administration system as reported by UMBC Dept of Education	PeopleSoft Student Administration/ REX Data Warehouse Student Term Table	UMBC Dept. of Education	Graduate school data as reported in the PeopleSoft Student Administration system provide the number of candidates reported. Graduate students who have not taken a course for several semesters are placed in an inactive file and are not included in the final count.	Data are collected on a semester basis. Enrollment data are reported on a fall term basis.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	Count of the number of graduate students enrolled in graduate education programs and meeting the enrollment criteria (active).	Post-baccalaureate students must all apply to the graduate school as education students pursuing certification. For this reason, the number from the graduate school is the number of candidates reported. Graduate students who have not taken a course for several semesters are placed in an inactive file and are not included in the final count.		
Output	The requirements for both undergraduate and graduate students for program completion are: 1. Completion of all teacher certification required coursework. 2. Maintaining an overall GPA of at least 3.0. 3. Satisfactorily completion of internship experience confirmed by seminar instructor, mentor teacher, and supervisor. 4. Minimum score of at	UMBC Dept. of Education	Due to the fact that Education is not an undergraduate major at UMBC, it is necessary for the Department of Education to maintain its own data base.	UMBC Dept. of Education	Undergraduates have a graduation review completed by their major adviser and a transcript review by their education adviser to confirm their eligibility to graduate. The unit has a certification officer that confirms the completion status of teacher candidates and recommends to the registrar that the transcript of the eligible program completers reflect that	Data are collected on a semester basis and reported on a academic/graduation year basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Number of UG students completing all the criteria outlined in the Description and Definitions of Terms	All courses taken in the Education Department are Permission Only courses. For this reason, all undergraduate teacher candidates must see an adviser each semester. Undergraduate teacher candidates have a major advisor who is responsible for ensuring that all major and university requirements have been meet. In addition, teacher candidates meet with an		
Output	The requirements for both undergraduate and graduate students for program completion are: 1. Completion of all teacher certification required coursework. 2. Maintaining an overall GPA of at least 3.0. 3. Satisfactorily completion of internship experience confirmed by seminar instructor, mentor teacher, and supervisor. 4. Minimum score of at	UMBC Student Administration system as reported by UMBC Dept of Education	PeopleSoft Student Administration/ REX Data Warehouse Degree Award table	UMBC Dept. of Education	Graduate students are awarded a degree as captured in the PeopleSoft Student Administration System. Degree data are frozen each semester and ETL procedures are used to pull the data into REX, UMBC's data warehouse. Reports from REX are used to disclose the number of degree recipients. The list of students from REX is then checked by the	Data are collected on a semester basis and reported on a academic/graduation year basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Number of graduate students meeting the criteria outlined in the Description and Definitions of Terms	Post-baccalaureate students must all apply to the graduate school as education students pursuing certification. For this reason, the number from the graduate school is the number of candidates reported. Graduate students who have not taken a course for several semesters are placed in an inactive file and are not included in the final count.		

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Quality	The number of UG teacher candidates passing the Praxis II or NTE divided by the number of program completers.	UMBC Dept. of Education	Data fro this measure are kept in a database by the Education Dept and are supplemented by test data collected from ETS by the Education Dept.	UMBC Dept. of Education	In order for our candidates to be designated as program completers, they must have graduated with their academic major, successfully completed the courses in the certification program, and passed the appropriate Praxis II tests. For this reason, the pass rate is 100%. All of this information comes from ETS data files received by	Annually	FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17	All students must pass PRAXIS in order to be considered completers, so 100%	Data are reliable to the extent of the reliability of ETS.		
Quality	The number of graduate level teacher candidates passing the Praxis II or NTE divided by the number of program completers.	UMBC Student Administration system as reported by UMBC Dept of Education	Data fro this measure come from the PeopleSoft Student Adminiistration/ REX Data Warehouse Degree Award table and are supplemented by test data collected from ETS by the Education Dept.	UMBC Dept. of Education	In order for our candidates to be designated as program completers, they must have graduated with their academic major, successfully completed the courses in the certification program, and passed the appropriate Praxis II tests. For this reason, the pass rate is 100%. All of this information comes from ETS data files received by	Annually	FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17	All students must pass PRAXIS in order to be considered completers, so 100%	Data are reliable to the extent of the reliability of ETS.		
Input	Science Technology Engineering & Math Enrollments (first major) in HEGIS (CIP) codes: 09 (14.xxxx)-Engineering 17 (27.xxxx)-Mathematics 19 (40.xxxx)-Physical Sciences 04 (26.xxxx,03.xxxx)-Biological Sci 07 (11.xxxx)-Computer & Info Sci	PeopleSoft Student Administration/ REX Data Warehouse/ EIS data file submitted to MHEC	PeopleSoft Student Administration/ REX Data Warehouse/ EIS data file submitted to MHEC	IRADS	Data on students come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze each Fall (10th day of classes) by IRADS. Data edits are performed prior to the capture of this data to ensure the highest level of accuracy and consistency. Data are stored in the REX data warehouse. Reports are run against	Term	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	Unduplicated count of students enrolled in a specified term in a first major with a HEGIS (CIP) code as designated in the Description and Definitions of Terms.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		

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Output	Science Technology Engineering & Math bachelor's degrees (first major) in HEGIS (CIP) codes: 09 (14.xxxx)-Engineering 17 (27.xxxx)-Mathematics 19 (40.xxxx)-Physical Sciences 04 (26.xxxx,03.xxxx)-Biological Sci 07 (11.xxxx)-Computer & Info Sci	PeopleSoft Student Administration/ REX Data Warehouse student term table/ DIS data file submitted to MHEC	PeopleSoft Student Administration/ REX Data Warehouse degree award table/ DIS data file submitted to MHEC	IRADS	Data on degrees awarded come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze at the end of July by IRADS, and data are reported for the fiscal year (i.e., FY2010 degrees would include those awarded in August 2009, December 2009 and May 2010.) Data edits are performed prior to the capture of this data.	Term collection reported on annual basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of students earning a bachelor's degree in a specified academic graduation year in a first major with a HEGIS (CIP) code as designated in the Description and Definitions of Terms.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		
Quality	Rank among 10 current peers in the % of bachelors degrees awarded in Science Technology Engineering & Math bachelor's degrees (first major) in HEGIS (CIP) codes: 09 (14.xxxx)-Engineering 17 (27.xxxx)-Mathematics 19 (40.xxxx)-Physical Sciences 04 (26.xxxx,03.xxxx)-Biological Sci 07 (11.xxxx)-Computer & Info Sci	PeopleSoft Student Administration/ REX Data Warehouse student term table/ DIS data file submitted to MHEC. IPEDS Data Center - Completions Survey	PeopleSoft Student Administration/ REX Data Warehouse degree award table/ DIS data file submitted to MHEC. IPEDS Completions Survey.	IRADS	Data on degrees awarded come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze at the end of July by IRADS, and data are reported for the fiscal year (i.e., FY2010 degrees would include those awarded in August 2009, December 2009 and May 2010.) Data edits are performed prior to the capture of this data.	Term collection reported on annual basis	FY 15: FY 13 FY 16: FY 14 FY 17: FY 15 FY 18: FY 16	Count of students earning a bachelor's degree in a specified academic graduation year in a first major with a HEGIS (CIP) code as designated in the Description and Definitions of Terms.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data reported to IPEDS are dependent on the reliability and accuracy of all reporting institutions.		

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Outcome	Companies who, having been provided space and services, have moved out into their own space.	Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database of information on the companies associated with the Center.	Walter Schultz for Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database of information on the companies associated with the Center.	Monthly	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of those companies receiving space and services from the Tech Center and Research Park who have moved out into their own space.	N/A	None	
Output	Total number of jobs created by companies in UMBC Technology Center & Research Park.	Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database containing information on employees in the companies associated with the Center.	Walter Schultz for Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database containing information on employees in the companies associated with the Center.	Monthly	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of jobs created by companies in UMBC Technology Center & Research Park.	N/A	None	
Outcome	Number of invention disclosures, no matter how comprehensive, counted by institution (as reported to USM for AUTM)	UMBC Office of Technology Development	Data are recorded in a spreadsheet maintained in the UMBC Office of Technology Development.	Wendy Martin - UMBC Office of Technology Development	Data are collected from the fiscal year report on invention disclosures to USM.	Annually	FY 15: 3 yr. average for FY13, FY14, FY15 FY 16: 3 yr. average for FY14, FY15, FY16 FY 17: 3 yr. average for FY15, FY16, FY17 FY 18: 3 yr. average for FY16, FY17, FY18	Average number of invention disclosures reported in a three year period.	N/A	None	

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Input	Race/Ethnicity=Black/African-American	PeopleSoft Student Administration/ REX Data Warehouse student term table	PeopleSoft Student Administration/ REX Data Warehouse student term table	IRADS	Data on students come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze each Fall (10th day of classes) by IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term (enrollments/EIS file) to	Term	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	# of undergraduate students identifying as Black/African American divided by the total number of undergraduate students enrolled.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data	None	
Input	Minority: Race/Ethnicity=Black/African-American, Hispanic, Asian American, Native American, 2 or More Races	PeopleSoft Student Administration/ REX Data Warehouse student term table	PeopleSoft Student Administration/ REX Data Warehouse student term table	IRADS	Data on students come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze each Fall (10th day of classes) by IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term (enrollments/EIS file) to	Term	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	# of undergraduate students identifying as Black/African American, Hispanic, Asian American, Native American, or 2 or More Races divided by the total number of undergraduate students enrolled.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data	None	

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Output	The percentage of students identifying as Black/African-American among first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation.	Data provided by MHEC, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS files submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS files from each institution. At UMBC, EIS reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS	FY 15: cohort of F2013 FY 16: cohort of F2014 FY 17: cohort of F2015 FY 18: cohort of F2016	The number of Black/African American first-time full-time degree seeking new freshmen who re-enrolled at any Maryland public four-year institution one year after matriculation divided by the total number of Black/African American first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students <del>retained or graduated</del>	
Output	The percentage of students identifying as Black/African-American among first-time, full-time degree-seeking undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Institutions may provide additional refinements based on IPEDS' national definition. Data provided by MHEC	Data provided by MHEC, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS and DIS files submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution. At UMBC, EIS and DIS data reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS/ Annual for DIS	FY 15: cohort of F2008 FY 16: cohort of F2009 FY 17: cohort of F2010 FY 18: cohort of F2011	The number of Black/African American first-time full-time degree seeking new freshmen who graduated within 6 years from any Maryland public four-year institution divided by the total number of Black/African American first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students <del>retained or graduated</del>	

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Input	Full-time equivalent Students (FTES) = Full-time students plus one-third part time students per FT faculty (Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer)	PeopleSoft Student Administration/ REX Data Warehouse student term table for student data. PeopleSoft Human Resources System / REX Data Warehouse Employees table for faculty data	REX Student Term table and Employees table.	IRADS	Data on students come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze each Fall (10th day of classes) by IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term (enrollments/EIS file) to	Term for student, twice annually for Employees.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	FTES (Full-time students plus one-third part time students) divided by Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data	N/A	
Output	The percentage first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation.	Data provided by MHEC, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS files from each institution. At UMBC, EIS reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS	FY 15: cohort of F2013 FY 16: cohort of F2014 FY 17: cohort of F2015 FY 18: cohort of F2016	The number of first-time full-time degree seeking new freshmen who re-enrolled at any Maryland public four-year institution one year after matriculation divided by the total number of first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students <i>obtained or graduated</i>	
Quality	Rank among UMBC peers in the ratio of full-time students plus one-third part time students per FT faculty (Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer)	PeopleSoft Student Administration/ REX Data Warehouse student term table for student data. PeopleSoft Human Resources System / REX Data Warehouse Employees table for faculty data. IPEDS data for peers from IPEDS Data Center	REX Student Term table and Employees table. IPEDS Enrollment and Human Resources surveys.	IRADS	Data on students come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze each Fall (10th day of classes) by IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term (enrollments/EIS file) to	Term, twice annually and annually for IPEDS.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	FTES (Full-time students plus one-third part time students) divided by Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer calculated for each institution and then ordered from highest to lowest.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data reported to IPEDS are dependent on the reliability and accuracy of all reporting institutions.		

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Output	The percentage of first-time, full-time degree-seeking undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Institutions may provide additional refinements based on IPEDS' national definition. Data provided by MHEC.	Data provided by MHEC, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS and DIS files submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution. At UMBC, EIS and DIS data reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS/ Annual for DIS	FY 15: cohort of F2008 FY 16: cohort of F2009 FY 17: cohort of F2010 FY 18: cohort of F2011	The number of first-time full-time degree seeking new freshmen who graduated within 6 years from any Maryland public four-year institution divided by the total number of first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students captured or graduated	
Output	Number of degrees awarded at the doctoral/ Ph.D. level in a given academic year.	PeopleSoft Student Administration/ REX Data Warehouse student term table/ DIS data file submitted to MHEC	PeopleSoft Student Administration/ REX Data Warehouse degree award table/ DIS data file submitted to MHEC	IRADS	Data on degrees awarded come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze at the end of July by IRADS, and data are reported for the fiscal year (i.e., FY2010 degrees would include those awarded in August 2009, December 2009 and May 2010.) Data edits are performed prior to the capture of this data	Term collection reported on annual basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of students earning a Ph.D. in a specified academic graduation year.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		



UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	UMBC \$s in total Federal Research & Development expenditures (NSF) in Science & Engineering per FT Faculty (as defined by AAUP: full-time instructional faculty in ranks of professor, associate professor, and assistant professor)	NSF Higher Education Research & Development (HERD) Survey as completed by UMBC Finance Office, PeopleSoft Human Resources/REX Employees table.	NSF HERD Survey submission. PeopleSoft Human Resources/REX Employees table.	Financial Services, IRADS	The HERD survey is completed using information from the Office of Research at UMBC and the Finance Office. Data on faculty come from the UMBC PeopleSoft Human Resources system. These data are captured in data freezes on Nov 1 and Apr 1 each academic year. Data are stored in the REX data warehouse. Reports are run against the data using Excel	Annually, twice annually for faculty data	FY 15: Fall 13 Faculty/FY 14\$ FY 16: Fall 14 Faculty/FY 15\$ FY 17: Fall 15 Faculty/FY 16\$ FY 18: Fall 16 Faculty/FY 17\$	(UMBC \$s in total Federal Research & Development expenditures (NSF) in Science & Engineering divided by the number of FT Faculty (as defined by AAUP: full-time instructional faculty in ranks of professor, associate professor, and assistant professor)) * 100	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		
Quality	Rank among current peers in 5-year average annual growth rate in federal Research & Development expenditures in Science & Engineering disciplines	NSF Higher Education Research & Development (HERD) Survey	Excel file with data collected from the NSF HERD survey ( <a href="https://www.nsf.gov/statistics/srvyherd/#tabs-2">https://www.nsf.gov/statistics/srvyherd/#tabs-2</a> )	IRADS	Excel data tables are downloaded from the NSF HERD survey site. Data are then manually transferred to another Excel file capturing the information for UMBC and peer institutions, removing medical R&D \$s where appropriate using copy & paste	Annually	FY 15: FY 08-FY 13 FY 16: FY 09-FY 14 FY 17: FY 10-FY 15 FY 18: FY 11-FY 16	Five most recent years of data are collected: \$s in federal R&D less medical \$s in federal R&D. Average annual increase in Fed R&D less medical= Year 5 \$ minus Year 1 \$)/5	Data are subject to the reliability of the survey submissions by UMBC and peer institutions. All formulas and transcribed data are double-checked for accuracy.	Limited to reliability of other institutions submissions.	

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Efficiency	% of replacement cost expended in facility renewal and renovation	USM Office of Capital Budget	USM Office of Capital Budget	UMBC Financial Services	These data are obtained from the USM Office via our Financial Services office. The communication containing this data – usually e-mail – is copied and kept with our MFR Data Collection Manual for each year.	Annually	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value. USM Office will provide replacement value. <(Operating facilities renewal (state supported) + capital facilities renewal (amount included in Academic Revenue Bonds) divided by the 2% replacement value	Finance data subject to audits		
Efficiency	Rate of operating budget savings	Efficiency Efforts of the USM	Efficiency Efforts of the USM	UMBC Financial Services	These data are obtained from the USM Office via our Financial Services office. The communication containing this data – usually e-mail – is copied and kept with our MFR Data Collection Manual for each year.	Annually	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Detailed definition included in report. Efficiency includes specific actions resulting on cost savings; cost avoidance; strategic reallocation; and revenue enhancement	Finance data subject to audits		

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Outcome	Difference in graduation rates between all students and African American students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The difference between six-year graduation rates of all first-time, full-time degree-seeking undergraduates and first-time, full-time degree-seeking African American students.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (Est.)	N/A
Outcome	Difference in graduation rates between all students and Hispanic students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The difference between six year graduation rates of all first-time, full-time degree-seeking undergraduates and first-time, full-time degree-seeking Hispanic students.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (Est.)	N/A
Output	Percentage of minority undergraduate students enrolled in UM	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf">https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from "Campus Counts," an institutional report available to the campus community located at <a href="https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf">https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf</a>	Annual	FY	The percentage of all undergraduate students enrolled at UM who are either: Hispanic; and/or American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander	Internal data checks	2014: Fall 2013 2015: Fall 2014 2016: Fall 2015 2017: Fall 2016 2018: Fall 2017 2019: Fall 2018 (Est.) 2020: Fall 2019 (Est.)	N/A

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Output	Second-year freshman retention rate: All UM students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A
Output	Second-year freshman retention rate: All UM minority students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of African American, Asian American, Hispanic, or Native American first-time, full-time degree-seeking undergraduates who re-enrolled at the University of Maryland, College Park one year after	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A
Output	Second-year freshman retention rate: UM African American students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking African American undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A

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Output	Second-year freshman retention rate: UM Hispanic students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking Hispanic undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A
Output	First-time freshman 6-year graduation rate: All UM students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Output	First-time freshman 6-year graduation rate: All UM minority students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of African American, Asian American, Hispanic, or Native American first-time, full-time degree-seeking undergraduates who graduated from the University of Maryland, College Park within	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A

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Output	First-time freshman 6-year graduation rate: UM African American students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking African American undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Output	First-time freshman 6-year graduation rate: UM Hispanic students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking Hispanic undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Output	New full-time undergraduate transfer 4-year graduate rate: All UM students	Student Achievement Measure	<a href="http://www.studentachievementmeasure.org/participants/163286">http://www.studentachievementmeasure.org/participants/163286</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from the Student Achievement Measure located at <a href="http://www.studentachievementmeasure.org/participants/163286">http://www.studentachievementmeasure.org/participants/163286</a> . Click on "view detail data for graph" to	Annual	FY	The percentage of new full-time undergraduate transfer students who graduated from the University of Maryland, College Park within four years of matriculation. Aligns with figures	Internal data checks	2014: Fall 10 cohort 2015: Fall 11 cohort 2016: Fall 12 cohort 2017: Fall 13 cohort 2018: Fall 14 cohort 2019: Fall 15 cohort	N/A

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Output	The percentage of the class' borrowers who enters repayment on federal loans and default prior to the end of the following fiscal year.	Federal Student Aid office of the U.S. Department of Education	<a href="http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html">http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from the Cohort Default Rate Database located at <a href="http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html">http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>	Annual	FY	This metric is the percentage of the class' borrowers who enters repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during that	Internal data checks	2014: Federal FY 2010 2015: Federal FY 2011 2016: Federal FY 2012 2017: Federal FY 2013 2018: Federal FY 2014 2019: Federal FY 2015 (Est.)	N/A
Output	First-time freshman 6-year graduation rate: UM low financial resource students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are extracted from the IRPA data warehouse by IRPA staff.	Annual	FY	The percentage of first-time, full-time degree-seeking low financial resource undergraduates who graduated from the University of Maryland, College Park within six years of matriculation. Low financial resource students	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (Est.)	N/A

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Output	Total R&D expenditures, as reported by NSF	National Science Foundation	<a href="https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&amp;ds=herd">https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&amp;ds=herd</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are reported to NSF through the Comptroller's Office by the Manager for Accounting and Reporting. The NSF survey ( <a href="https://ncesdata.nsf.gov/profiles/site?method=ranking">https://ncesdata.nsf.gov/profiles/site?method=ranking</a> )	Annual	FY	\$s spent on R&D from federal, state, industry, institutional, and other sources (excluding expenditures in medical science for institutions other than UMB). Due to lag time in NSF's collection of the	Internal data checks are completed before sharing data with outside organization.	2014: FY 13 2015: FY 14 2016: FY 15 2017: FY 16 2018: FY 17 2019: FY 18 (Est.) 2020: FY 19 (Est.)	N/A



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Output	Total number of annual alumni donors	Institution/Division of University Relations	These data are reported by the Vice President for University Relations.	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are reported by the Vice President for University Relations.	Annual	FY	Total number of annual alumni donors.	Internal data checks	2014: FY 13 2015: FY 14 2016: FY 15 2017: FY 16 2018: FY 17 2019: FY 18 (Est.) 2020: FY 19 (Est.)	N/A
Output	Percentage of UM Graduates employed in Maryland one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.	Triennial	FY	Percentage of UM alumni survey respondents indicating they were employed in Maryland approximately one year after graduation. Graduates completed the Alumni Follow-Up	Internal data checks	2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads 2020 Survey: FY 19 grads (Est.)	N/A

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Output	Percentage of UM Graduates employed full- or part-time one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.	Triennial	FY	Percentage of UM alumni survey respondents indicating they were employed full- or part-time approximately one year after graduation. Graduates completed the Alumni Follow-Up	Internal data checks	2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads 2020 Survey: FY 19 grads	N/A
Output	Number of UM STEM (science, technology, engineering, and math) field degrees	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are extracted from the IRPA data warehouse by IRPA staff.	Annual	FY	STEM fields to be included in this metric are determined by the HEGIS code of the program and include those programs that begin with '04' Environmental Science And Policy; (13) Bus, Mgt, '07'	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (FY 13)	N/A
Outcome	Number of UM teacher education program completers (including undergraduate, masters, post-baccalaureate/non-degree)	Institution/College of Education	The College of Education maintains an internal database to track these students and provides the Registrar with special program codes (e.g., CITE, MCERT, etc.) to	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	The College of Education maintains an internal database to track these students and provides the Registrar with special program codes (e.g., CITE, MCERT, etc.) to	Annual	FY	Undergraduate program completers include students who have completed the Upper Division Certificate in Secondary Education, and students who have completed the	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (FY 13)	N/A

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Quality	% of alumni satisfied with education received for employment one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.	Triennial	FY	The percentage of bachelor's degree recipients employed full-time approximately one year after graduation and who rated their education as excellent, good, or adequate (fair)	Internal data checks	2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads 2020 Survey: FY 19 grads (Est.)	N/A
Quality	% of alumni satisfied with education received for graduate or professional school one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.	Triennial	FY	The percentage of bachelor's degree recipients who enrolled in graduate or professional school approximately one year after graduation and who rated their preparation for advanced	Internal data checks	2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads 2020 Survey: FY 19 grads (Est.)	N/A

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Quality	Undergraduate students who complete teacher training and pass PRAXIS II	Chair, UMES Department of Education	Educational Services Title II Report	Chair, UMES Dept. of Education	Chair, Department of Education collects ETS Single Assessment Institution Pass Rate Data - Regular Preparation Program and the Maryland Title II State Report and IR Director reviews and	FY 17: Fall 14 + Spring 15 ( ETS Title II Report October 2016) FY 18: Fall 15 + Spring 16 (ETS Title II Report October, 2017)	Fall 15 + Spring 16 (ETS Title II Report October, 2017)	Students who successfully complete PRAXIS II as percentage of undergraduate students who complete teacher training
Quality	Students satisfied with education received for employment	Director, UMES Institutional Research	MHEC Alumni Follow-up Survey	Director Office of Institutional Research	Every three years Director of Institutional Research Administers a follow-up survey of alumni that includes a question on their satisfaction with their preparation by UMES for their current jobs	Triennial Survey, next survey will be conducted in 2020	Triennial Report -Not Applicable for reporting period	Percent alumni expressing satisfaction with education received for employment in triennial survey
Quality	Students satisfied with education for graduate/professional school	Director, UMES Institutional Research	MHEC Alumni Follow-up Survey	Director Office of Institutional Research	Every three years Director of Institutional Research Administers a follow-up survey of alumni that includes a question on their satisfaction with their preparation by UMES for graduate/professional	Triennial Survey, next survey will be conducted in 2020	Triennial Report -Not Applicable for reporting period	Percent alumni expressing satisfaction with education received for graduate/professional studies in triennial survey

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Outcome	Enrolled undergraduate students whose parents (mother of father) did not attend college	Offices of UMES Institutional Research and Admissions	MHEC EIS file and PeopleSoft Database	Directors of Admissions & Institutional Research	IR Director or his designee retrieves enrollment data entered into PeopleSoft database by Director of Admissions	FY 18: Fall 17 Actual freshman enrollment	Fall 17 Actual freshman enrollment	Headcount first-time first generation students enrolled as a percentage of all first time freshmen
Input	Enrolled undergraduate students	Offices of UMES Admissions & Institutional Research	MHEC EIS File, PeopleSoft Database	Directors of Institutional Research & Admissions	IR Director or his designee retrieves enrollment data entered into PeopleSoft database by Director of Admissions	FY 18: Fall 17 Actual	Fall 17 Actual Enrollment	Headcount undergraduate students enrolled
Input	Enrolled non-african undergraduate students	Offices of UMES Admissions & Institutional Research	MHEC EIS File, PeopleSoft Database	Directors of Institutional Research & Admissions	IR Director retrieves enrollment data entered into PeopleSoft database by Director of Admissions	FY 18: Fall 17 Actual	Fall 17 Actual Enrollment	Headcount non-African American undergraduate students enrolled
Input	Students enrolled in distance education courses	Offices of Registrar & Institutional Research	MHEC Course Information System File, PeopleSoft Database	UMES Registrar and Director of Institutional Research	IR Director or his designee retrieves course registration data from PeopleSoft database	FY15: Fall 14 + Spring 15; FY 16: Fall 15+ Spring 16; FY 17 Fall 16 + Spring 17; FY 18: Fall 17+Spring 18	Fall 17+Spring 18 Course Registration	Enrollment in courses delivered off-campus or delivered using IVN or online technology

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Input	Students enrolled in courses delivered off-campus	Offices of Registrar & Institutional Research	MHEC Course Information System File, PeopleSoft Database	UMES Registrar and Director of Institutional Research	IR Director or his designee retrieves course registration data from PeopleSoft database	FY15: Fall 14 + Spring 15; FY 16: Fall 15+ Spring 16; FY 17 Fall 16 + Spring 17; FY 18: Fall 17+Spring 18	Fall 17+Spring 18 Course Registration	Enrollment in courses at off-campus sites
Outcome	Enrolled students receiving Pell Grants	Offices of UMES Institutional Research and Financial Aid	MHEC FAIS File, PeopleSoft Database	Directors of Financial Aid and Institutional Research	Every year Director of Financial Aid collects data of Pell Grant recipients (i.e., students with EFC = \$0-\$200)	FY 18: Fall 17 Actual enrollment	Fall 17 Actual Enrollment	Percentage of <i>unduplicated</i> recipients of Pell grant for fall and spring of each year as qualified by FAFSA
Input	Undergraduate teacher education headcount enrollment	Chair, UMES Department of Education & Office of Registrar	UMES Dept. of Education Assessment System, PeopleSoft Database	Chair, Dept of Education, Directors of Admission & Institutional Research	PRAXIS I Coordinator compiles a list of students enrolled in teacher education program (i.e., students who pass PRAXIS I )	FY 18: Fall 17 + Spring 18	Fall 17 + Spring 18 Actual Enrollment	Number of students admitted to teacher education program practicum

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Output	Teacher education completers	Chair, UMES Department of Education & Office of Registrar	UMES Dept. Of Education Assessment System, PeopleSoft Database	Chair, Dept of Education, Registrar & Director, Institutional Research	Chair, UMES Department of Education obtains the data from the Title II State Report	FY 17: Fall 2016 + Spring 17	Fall 2016 + Spring 17	Number of graduates from teacher education programs
Output	Graduates in STEM programs	Director, UMES Institutional Research	MHEC DIS File, PeopleSoft Database	Director, Institutional Research and Registrar	IR Director or his designee retrieved data from the Degree Information System File in STEM based programs	FY 18: Fall 17 + Spring 18	Fall 17 + Spring 18	Number of students graduating from STEM programs (i.e., Science, Technology Engineering, Mathematics)
Output	First-year full-time students returning to UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Research	MHEC Retention & Graduation Report	Director, Institutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 18: Cohort of 2016	Cohort of 2016	Percentage of first-time, full-time degree-seeking undergraduate students from UMES who re-enroll at UMES or ANY other four-year institution, one year after matriculation

UMES DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Output	First year, full-time student cohort graduation in six years at UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Instittutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 18: Cohort of 2011	Fall 2014, Spring 2015; Fall 2016, Spring 2017	First-time, full-time degree-seeking undergraduates from UMES who graduate from ANY Maryland public, four-year institution within 6 years of matriculation
Output	First-time full-time African American students returning for their 2nd year to UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Instittutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 15: Cohort of 2013; FY 16: Cohort of 2014; FY 17: Cohort of 2015; FY 18: Cohort of 2016	Cohort of 2016	Percentage of first-time, full-time degree-seeking undergraduate African American students from UMES who re-enroll at UMES or ANY other four-year public institution one year
Output	First year, full-time African American student cohort graduation in six years at UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Instittutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 18: Cohort of 2011	Fall 2014, Spring 2015; Fall 2016, Spring 2017	First-time, full-time degree-seeking undergraduates from UMES who graduate from ANY Maryland public, four-year institution within 6 years of matriculation



**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Outcome	Funds from fund-raising campaigns	Director, Advancement Services, Institutional Advancement	USMD Foundation Office Database, UMES Division of Institutional Advancement Database	Director, Advancement Services	Director of Advancement Services retrieves the data from reports issued by the Vice Presidents for Finance in the USM Advancement Office	FY 2018: July 1, 2017-June 30, 2018	July 1, 2017-June 30, 2018	Amount (in millions of dollars) of funds received/raised annually through philanthropic activities
Efficiency	Operating budget savings	Vice President, Administrative Affairs	UMES Division of Administrative Affairs Database	Vice President, Administrative Affairs	Vice President for Administrative Affairs acquires the data from each department/operational unit relative to planned efficiency efforts	FY 18: Fiscal Year 17	Fiscal Year 17	Percent of state budget funds saved for reallocation to prioritized university initiatives

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Data were obtained from the ETS Single Assessment Institution Pass Rate Data – Regular Preparation Program and the Maryland Title II State Report by the Chair of Education	100% PRAXIS II pass rate exceeds the target and UMES will work to maintain this rate	
Alumni survey data were reviewed and entered into the MFR objectives /outcomes summary by IR Director and signed off by the President or her designee	The next Alumni Survey will be conducted in 2019. Meanwhile, UMES will strive to increase the response rate	
Alumni survey data were reviewed and entered into the MFR objectives /outcomes summary by IR Director and signed off by the President or her designee	The next Alumni Survey will be conducted in 2019. Meanwhile, UMES will strive to increase the response rate	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
IR Director retrieved first generation data from fall 2017 incoming freshmen, establishes their first generation status, computed them as a percentage of total first time freshmen, the data were then reviewed	UMES is exceeding the target for this objective and no changes are suggested at this time	
Data for enrollment of all undergraduate students were compiled by IR Director from freeze EIS file and reviewed by the President or her designee before submission to the	UMES student enrollment has been on a downward trend since fall 2016. A comprehensive review of admissions and financial aid processes is being conducted	
Data for non-African American students were compiled by IR Director from freeze EIS file and reviewed by the President or her designee before submission to the <u>LISM MHEC</u>	UMES student enrollment has been on a downward trend since fall 2016. A comprehensive review of admissions and financial aid processes is being conducted	
Registration Data for courses delivered off-campus and via IVN were retrieved by IR Associate Director from three tables--Course Component,, Student enrollment, and Student Academic Record--	Sub-goal 1.1 of UMES 2018-2023 Strategic Plan speaks to the need to expand the capacity to offer unique/critical need programs by traditional and online mode of delivery	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Registration Data for courses delivered at off-campus sites were retrieved by IR Associate Director from three tables--Course Component, Student enrollment, and Student Academic Record--	Sub-goal 1.1 of UMES 2018-2023 Strategic Plan speaks to the need to expand the capacity to offer unique/critical need programs by traditional and online mode of delivery	
Data files for fall and spring were matched to eliminate duplication by IR Associate Director and expressed as a percentage of the total student enrollment for fall 2017. The	UMES exceeded its target for enrollment of Pell Grant recipients and consequently, no new strategies for student enrollment are proposed for this category at this time	
PRAXIS Coordinator compiled list of students enrolled in teacher education program.; list was checked by the Chair of Education for accuracy and reviewed by IR	UMES has enhanced its recruitment strategies including designated faculty member to work closely with Maryland teaching Academies a pipeline of students	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Data obtained from Title II State Report are cross-checked with ETS Single Assessment Institution Pass-Rate Report for 2016-2017 Academic Year are checked by IR Director and Chair	UMES has strengthened its support for students who struggle passing the required test (i.e., PRAXIS I) and uses team approach to provide learning and testing skilld and content knowledge	
Associate IR Director retrieves STEM graduate data from Degree Information System for fall aand spring of reporting academic year, reviewed by IR Director and signed off by the	UMES is considering establishing a position for a dedicated recruiter for STEM and an enrollment support process that ensures students persist and are successful	
IR Director, retrieved second-year retention data of all fall 2016 first-time full-time degree seeking students from MHEC Retention and Graduation Report that is based on	A systematic review of all student retention initiatives will be undertaken to determine their effectiveness and new best practice initiatives identified and implemented	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
IR Director, retrieved six-year graduation data of all fall 2011 first-time full-time degree seeking students from MHEC Retention and Graduation Report that is based on	A six -year all student graduation rae of 45% with a target of 50% for 2019 shows that UMES is on track	
IR Director, retrieved second-year retention data of fall 2016 African American first-time full-time degree seeking students from MHEC Retention and Graduation Report	A systematic review of African American student retention initiatives will be undertaken to determine their effectiveness and new best practice initiatives identified and implemented	
IR Director, retrieved six-year graduation data of all fall 2011 first-time full-time degree seeking African American students from MHEC Retention and Graduation Report	A six -year African American student graduation rae of 46% with a target of 50% for 2019 shows that UMES is on track	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
<p>Director of Advancement Services at the University of Maryland Eastern Shore retrieved the data and VP for Advancement at UMES signed off on</p>	<p>UMES did not reach its fund-raising target of \$2 million. Consequently, it will continue to engage with its donors and potential donors including those within the University</p>	
<p>Director of Budget obtained data from each operational unit relative to planned efficiency efforts and actual outcomes provided at the end of fiscal year. Aggregated savings</p>	<p>UMES exceeded its target of its operating budget savings by 200% (i.e., target was 1% and the 2018 actual was 3%)</p>	

UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	This measure refers to the unduplicated headcounts for undergraduate students.	The Office of Accreditation, Compliance, and Reporting	EIS	Shannon Acton	Freeze data is used to generate EIS file and stored in a database.	Annual	Fall	The headcounts are produced using the EIS definition for undergraduate students.	The EIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA
Output	The number of students graduating with a bachelor's degree	The Office of Accreditation, Compliance, and Reporting	DIS	Shannon Acton	Freeze data is used to generate DIS file and stored in a database.	Annual	Fiscal Year	DIS definition of degree recipients is used.	The DIS is put through MHEC and USM edit checks to ensure accuracy.	Please note, this is not the number of bachelor's degrees awarded	NA
Outcome	Rate of bachelors degree recipients who were employed one year after graduation. Alumni are asked for their current job status, and if they hold a job, whether they are full- or part-time.	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	Data are taken from the triennial alumni follow up survey.	Denominator excludes those not seeking employment.	NA
Outcome	The number of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	The number of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation	Data are taken from the triennial alumni follow up survey.	None	NA
Input	Undergraduate students enrolled in programs with the following HEGIS codes 04, 07, 09, 17, 19, 4902.04, 4999.43, 0503.00, 0506.37, and 1203.00	The Office of Accreditation, Compliance, and Reporting	EIS	Shannon Acton	Freeze data is used to generate EIS file and stored in a database.	Annual	Fall	The headcounts are produced using the EIS definition for undergraduate STEM students.	The EIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA



UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Bachelor's degree recipients from programs with the following HEGIS codes 04, 07, 09, 17, 19, 4902.04, 4999.43, 0503.00, 0506.37, and 1203.00	The Office of Accreditation, Compliance, and Reporting	DIS	Shannon Acton	Freeze data is used to generate DIS file and stored in a database.	Annual	Fiscal Year	DIS definition of degree recipients is used.	The DIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA
Input	The number of worldwide enrollments in courses offered off campus and through the Internet for the Fiscal Year.	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate enrollments for the courses.	Annual	Fiscal Year	All class sections are identified using class location and delivery method. Class sections are selected if the campus location code is not ADEL, LARG, or UMCP (i.e., they are held at sites other than the Adelphi headquarters or in UM classrooms at College Park or Largo), or if the delivery method for the course is not Hybrid.	Internal edit checks against the data.	This is not an unduplicated count, but the addition of enrollments in all distance education courses.	NA
Outcome	Data are taken from the triennial alumni follow up survey. Alumni are asked their employment status as well as their rating of how well UMUC prepared them for their job.	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	Data are taken from the triennial alumni follow up survey.	Those who were undecided were excluded.	NA

UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Data are taken from the triennial alumni follow up survey. Alumni are asked to rate their preparation of advanced education.	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	The percentage of bachelor's degree recipients who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good or adequate (fair).	Data are taken from the triennial alumni follow up survey.	None	NA
Input	The headcount of MAT students enrolled in MAT courses is pulled from the data warehouse.	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate enrollments for the courses.	Annual	Fiscal Year	The headcount of MAT students enrolled in MAT courses	Internal edit checks against the data.	None	NA
Outcome	Median salary of bachelor's degree recipients	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	Data are taken from the triennial alumni follow up survey. The median salary is based on the self-reported salary of alumni on the follow up survey. Because the self-report data are collected in data ranges, the median salary is a derived measure calculated by a formula based on grouped data.	Data are taken from the triennial alumni follow up survey.	None	NA
Outcome	Median salary of US residents 24 and older who have a bachelor's degree.	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	Data on the median income of U.S. graduate are provided by USM	Data are taken from the triennial alumni follow up survey.	This information will be provided by USM Office	NA

UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Minority: African-American, Hispanic, Asian, American Indian, Native Hawaiian, and Two or More Races	The Office of Accreditation, Compliance, and Reporting	EIS	Shannon Acton	Freeze data is used to generate EIS file and stored in a database.	Annual	Fall	The race and ethnicity fields come from the EIS and use IPEDS race/ethnicity logic.	The EIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA
Input	Self-explanatory.	The Office of Accreditation, Compliance, and Reporting	EIS	Shannon Acton	Freeze data is used to generate EIS file and stored in a database.	Annual	Fall	The race and ethnicity fields come from the EIS and use IPEDS race/ethnicity logic.	The EIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA
Input	Number of degree-seeking undergraduate students, both full- and part-time, who applied for financial aid and who were determined to have financial need divided by the total number of degree-seeking undergraduates.	The Office of Accreditation, Compliance, and Reporting	FAIS and Interl Freeze Data	Shannon Acton	Freeze data is used to generate FAIS file and stored in a database. Additional data elements from the freeze are used to identify students with a financial need.	Annual	Aid Year	The percentage is computed by dividing the total number of degree-seeking undergraduate students who applied for financial aid and who were determined to have need by the total number of degree-seeking undergraduates.	The FAIS is put through MHEC and USM edit checks. The Office of Student Financial Aid is involved in verifying the financial aid data.	None	NA
Efficiency	Detailed definition included in the Efficiency Efforts of the USM report. Efficiency includes specific actions resulting on cost savings; cost avoidance; strategic reallocation; and revenue enhancement		Efficiency Efforts of the USM	Shannon Acton				Detailed controls and documentation included in USM report submitted via UMUC's Chief Business Officer.		None	NA

UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Total worldwide enrollment/registrations in online courses	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate enrollments for the courses.	Annual	Fiscal Year	Classes are selected if class instruction mode = Online via Web.	Internal edit checks against the data.	None	NA
Input	Number of African-American students enrolled in at least one online course	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate headcounts for African American students.	Annual	Fiscal Year	Classes are selected if they are classified as instruction mode = Online via Web. The enrollments in those classes are then aggregated.	Internal edit checks against the data.	None	NA
Input	Total online course sections taught divided by total course sections offered in a single fiscal year.	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides percentage of courses taught online.	Annual	Fiscal Year	Calculated using course sections labeled as instruction mode = Online via Web as a percentage of all courses offered across all instructional modes.	Internal edit checks against the data.	None	NA
	Undergraduate resident part-time tuition rate per credit hour		UMUC website	Shannon Acton				The undergraduate resident part-time tuition rate per credit hour is taken from the official rate published on the UMUC website.		None	NA
	Annual percentage increase of undergraduate resident part-time tuition rate per credit hour		UMUC website	Shannon Acton				The percent increase is calculated based on the most recent year's tuition rate compared to the prior year rate.			

## DATA DEFINITIONS

MEASURE	SOURCE	OPERATIONAL DEFINITION
<b>INPUTS</b>		
FTE student-authorized faculty ratio (M104)	Morgan State University (MSU) Budget Office	FTE student divided by authorized faculty.
Average class size of first year course offering (M105)	Morgan State University (MSU) Banner Student/Human Resources	Enrollment of Fall 100 level courses.
Percent of authorized faculty in first year of study (M106)	Morgan State University (MSU) Banner Student/Human Resources	Budgeted positions.
Percent of students who attend graduate/professional schools (M127)	Morgan/MHEC follow-up survey of graduates – 2017 bachelor’s degree recipients.	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.
Percent of bachelor’s recipients employed one year after graduation (M129)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work out of all respondents.
Percent of bachelor’s recipients employed in Maryland one year after graduation (M130)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.
Number of faculty engaged as Principal Investigators in funded research or contracts (M201)	Office of Sponsored Research	Number of faculty listed as Principal Investigators on funded grants.

MEASURE	SOURCE	OPERATIONAL DEFINITION
<b>OUTPUTS</b>		
Six year graduation rate (M101)	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS).	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of African Americans (M102)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of Pell recipients (M103)	MHEC – EIS, DIS.	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.
Second year retention rate (M107)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Second year retention rate of African Americans (M108)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Percent of honor freshman enrolled (M110)	Morgan State University (MSU) Banner Student	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.

Percent of diverse students enrolled (M111)	Morgan State University (MSU) Banner Student	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.
Percent of Maryland community college transfer students (M117)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of freshman applicants from urban districts (M118)	Morgan State University (MSU) Banner Student	Maryland school districts with membership in the Council of Urban Boards of Education.
Percent of students accepted from urban districts (M119)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of students enrolled from urban districts (M120)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of STEM bachelor recipients (M121)	Morgan State University (MSU) Banner Student	Self-explanatory. STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.
Number of underrepresented minority STEM bachelor recipients (M122)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of women STEM bachelor recipients (M123)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of baccalaureates awarded in teacher education (M124)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Praxis pass rate (M125)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of new hires teaching in Maryland schools (M126)	Maryland State Department of Education (MSDE)	Self-explanatory.
Value of grants and contracts (M202)	Morgan State University (MSU) Budget Office	Self-explanatory.
Number of scholarly publications and activities per full-time tenured/tenure track faculty (M203)	Morgan State University (MSU) Office of Institutional Research/ Academic Affairs	Self-explanatory.
Doctoral degree recipients (M204)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in STEM (M205)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in non-STEM (M206)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Reduce electricity usage (M301)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Reduce natural gas usage (M302)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Private and philanthropic donations (M401)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Alumni giving rate (M402)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Number of students participating in University-sponsored community service (M504)	Morgan State University (MSU) Office of Community Service	Self-explanatory.

<b>MEASURE</b>	<b>SOURCE</b>	<b>OPERATIONAL DEFINITION</b>
	<b>OUTCOMES</b>	
Job preparedness (M131).	Morgan/MHEC follow-up survey of graduates – 2017 bachelor’s degree recipients.	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.
Employment rate of graduates (M128)	Morgan/MHEC follow-up survey of graduates – 2017 bachelor’s degree recipients.	The percentage of survey respondents who held full or part-time jobs within one year of graduation.
Employer satisfaction (M132)	Morgan Employer Survey Analysis – Summer 2018.	Employers’ rating of satisfaction with Morgan alumni.
Number of partnerships with Baltimore City public schools (M501)	Morgan State University (MSU) Academic Affairs/Deans’ Office	Self-explanatory.
Number of partnerships with other state public schools (M502)	Morgan State University (MSU) Academic Affairs/Deans’ Office	Self-explanatory.
Number of partnerships with Baltimore City public schools, government agencies, businesses and industries, non-profits and community organizations (M503)	Morgan State University (MSU) Academic Affairs/Deans’ Office	Self-explanatory.

## CONTROL PROCEDURES

**High Ability Students:** The Offices of Admissions or Records and Registration enter student data into the Student Information System (SIS). Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Percent Full-time Faculty:** The Office of Human Resources enters faculty data into the Employee Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Diverse Students:** The Offices of Admissions or Records and Registration enter student data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Urban Applicants:** The Offices of Admissions or Records and Registration enter student data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Under-represented Minority Degree Recipients in Scientific Fields:** The Office of Records and Registration enter degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Baccalaureates Awarded in Teacher Education:** The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Second-Year Retention Rate:** First-time, full-time degree seeking students are tracked by identification number year to year by the Maryland Higher Education Commission using the enrollment data files and degree data files submitted by the University.

**Six-Year Graduation Rate:** First-time, full-time degree seeking students are tracked by identification number year to year by the Maryland Higher Education Commission using the enrollment data files and degree data files submitted by the University.

**Graduate/Professional School Attendance:** The University contacts one-year alumni using addresses, including email addresses, available in the University's database. A web based survey product is used which keeps track of survey respondents, and provides results. Email reminders are sent to non-respondents.

**Employment Rate of Graduates:** The University contacts one-year alumni using addresses, including email addresses, available in the University's database. A web based survey product is



used which keeps track of survey respondents, and provides results. Email reminders are sent to non-respondents.

**Employer Satisfaction:** The University contacts employers who participate in Morgan State University Career Fairs using email addresses from the Center for Career Development. Web-based surveys are sent to employers who have participated in Morgan Career Fairs.

**Doctoral Degrees:** The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Degrees in STEM Fields:** The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Pell Grant Recipients:** The Office of Financial Aid retrieves data from Banner Financial Aid to determine student eligibility. Eligibility is based on socioeconomic need.

**FTE Student to Authorized Faculty Ratio:** The Budget Office maintains data based on the calculation utilizing the number of full-time equivalent (FTE) students divided by the number of full-time regular faculty.

**Value of Grants and Contracts:** The Office of Restricted Funds Accounting enters data (based on the level of grant/contract activity in a fiscal year) into the Banner Finance system. Data are verified through the Office of Sponsored Programs before the data are submitted to the Budget Office for final forwarding to external agencies.

**Partnerships with Public Schools:** Information is maintained by the Dean of each school and forwarded to the Provost and Vice President for Academic Affairs.

**Partnerships with Business & Industry:** Information is maintained by the Dean of each school and forwarded to the Provost and Vice President for Academic Affairs.

ST. MARY'S COLLEGE OF MARYLAND DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	The percent of the graduating undergraduate class (degrees conferred in summer, fall, spring) that has completed a one-on-one learning experience, defined as a St. Mary's Project (SMP), Directed Research, Independent Study, a credit-based internship, or private musical instruction. This will include all students that have received a grade of D or higher in at least one of the following courses: XXXX493, 494, *97, *98, or *99; or MUSA28*/38*. Students who have completed more than one of these experiences have only been counted once.	SMCM Registrar	Electronic Excel file maintained by Office of Institutional Research (OIR). Located on shared network drive (staff_shares\InstResearch).	Anne Marie Brady, Director of Institutional Research, ambrady@smcm.edu, 240-895-2103	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	The accuracy and reliability of all data elements are ensured using a two-step verification process. Data is maintained by the office that is responsible for entering the data (identified as "Source" above, i.e., admissions, financial aid, registrar, etc.) and is vetted at the time of reporting by the Institutional Research (IR) office. Inconsistencies or potential errors identified by the IR office are sent to the responsible office for verification and clean-up as necessary. Duplication of information is prevented by limiting write/edit permissions of institutional data to the responsible office.	None	See attached PAR

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Input	The percent of all full-time faculty (staff whose primary responsibility is instruction) who have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description		None	See attached PAR
Output	The percent of all generated undergraduate credit hours (course credits x enrollment) taught by full-time faculty, whether tenured, tenure-track, or temporary. Cross-listed classes are combined and assigned to the primary instructor; non-credit laboratories and subsections are excluded.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description		None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Students = Full-time undergraduate students + 1/3* (Part-time undergraduate students) Faculty = Full-time faculty – faculty exclusively teaching in graduate programs + 1/3 * ( Part-time faculty + Administrators or other staff teaching part-time)	SMCM Institutional Research	IPEDS Fall Enrollment survey prepared by OIR. <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>	Same	IPEDS survey prepared by OIR	Annual	State Fiscal Year	See Description		None	See attached PAR

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Input	The median (midpoint) of SAT score (two-score, Evidence-Based Reading and Writing [EBRW] + Math) for all first-time first-year undergraduate degree-seeking students who submitted SAT scores. Included information for ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores. Partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combined other standardized test results (such as TOEFL) are excluded. ACT scores are not converted to SAT scores.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	Average High School GPA of first-time first-year students who submitted a GPA. This GPA is the unweighted academic GPA and excludes non-academic classes.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

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Input	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white) and who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	Percentage of first-time, full-time degree-seeking students who are from out of state. International/nonresident alien students are excluded from the numerator and denominator.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

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Input	Percentage of first-time, full-time degree-seeking students who were first generation college students. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parents' educational levels are unknown are excluded from the numerator and denominator.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed during their first semester at SMCM.	SMCM Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within four years after matriculation. All four-year graduation rates include students who graduated by the fourth summer after matriculation (the trailing summer), per IPEDS guidelines.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR



Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within four years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as African American, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as African American plus another race are not included.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who identified as Hispanic, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as Hispanic plus another race are included as Hispanic.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within four years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR
Output	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within four years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within six years after matriculation. All six-year graduation rates include students who graduated by the sixth summer after matriculation (the trailing summer), as per IPEDS guidelines.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward six-year graduation.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as African American, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as African American plus another race are not included.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who identified as Hispanic, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as Hispanic plus another race are included as Hispanic.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR



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Output	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within six years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parents' educational levels are unknown are excluded from the numerator and denominator.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR
Output	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within six years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation, as of the fall census date.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	The percentage of minority individuals out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave). Minority is defined as selecting either Hispanic, or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR

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Input	The percentage of women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave).	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR
Input	The percentage of minority individuals out of all full-time staff (staff whose primary responsibility is not instruction). Minority is defined as selecting either Hispanic, or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR

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Input	The percentage of women out of all full-time staff (staff whose primary responsibility is not instruction).	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR
Input	Percentage of degree-seeking students matriculating in the specified semester who are transfer students, i.e., have previously been enrolled as a degree-seeking student at another institution.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Output	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within three years after matriculation at SMCM.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward three-year graduation.	Same as above	None	See attached PAR

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Output	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within four years after matriculation at SMCM.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR
Output	On average, the percentage of need that was met of first-time full-time degree seeking undergraduate students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	SMCM Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time, degree-seeking first-year students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who re-enrolled at SMCM one year after matriculation, as of the fall census date.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Output	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within four years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within six years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR
Output	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in volunteer or community service work?" Those that left the question blank were excluded from the numerator and denominator.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description	Survey questions are sent to all seniors who have applied to graduate. Each student receives a unique link to the survey and can only complete the survey once. Periodic reminders are sent to those who have not completed the survey in order to maximize response rates.	Response rates on all survey have been declining in recent years. Low response rates lead to lower confidence that the results accurately represent the entire population being surveyed. We are exploring strategies to increase response rates on all surveys.	See attached PAR

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Output	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in an internship?" Those that left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description			See attached PAR



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Outcome	2016, 2017 and 2018 data: Percentage of survey respondents who are employed full- or part-time (excludes "not seeking" or those who left the question blank). 2014 and 2015 data: Numbers of respondents not seeking employment were not available. Employment was assumed based on a positive answer to the "job category" question. Based on previous years' data, 50% of those who did not answer the job category question were assumed to be not seeking employment and were therefore excluded from the denominator.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description	Survey questions are sent to all five-year-out alumni who have valid email addresses on file. Each alum receives a unique link to the survey and can only complete the survey once. Periodic reminders are sent to those who have not completed the survey in order to maximize response rates.		See attached PAR

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Outcome	Percentage of survey respondents reporting enrollment in or completion of a post-baccalaureate certificate, master's, post-master's certificate, doctorate or first-professional (J.D., MD, etc.) program within five years of graduation. Those that left the question blank were excluded from the numerator and denominator.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description			See attached PAR