



# **2022 Performance Accountability Report Maryland Public Colleges and Universities**

**January 2023**

**MSAR #709**

Lawrence J. Hogan, Jr.  
Governor

Boyd K. Rutherford  
Lt. Governor

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## Executive Summary

The annual Performance Accountability Report (PAR) serves as an important mechanism by which public colleges and universities in Maryland are held accountable. Through a performance accountability plan, institutions are required to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals. Every year, the governing board of each public institution of higher education is required to submit a written report to the Maryland Higher Education Commission on the institution's progress in attaining the objectives in the performance accountability plan. This summative statewide report includes highlights from the Maryland's public institutions' submissions for the 2021-2022 academic year reporting cycle.

The 2021-2022 Performance Accountability Report cycle concludes the State Plan for Postsecondary Education 2017-2021, *Student Success with Less Debt*. As the academic and operational effects of the COVID-19 pandemic continue to linger in significant ways, there has been a general concern about the unequal impacts that the pandemic imposed on students, especially those from underrepresented and historically disadvantaged backgrounds. Therefore, the submissions this year focus on equity issues. Questions posed to the institutions include: What are the barriers for the institutions to achieve the goals equitably for all students? How do the institutions identify and address the inequities specifically? The report summarizes institutions' progress toward the three key goals – access, success, and innovation with an “equity lens.”

In short, the PAR metrics reflect that the institutions still face challenges in recovering from the negative impact that the COVID-19 pandemic has had on enrollment, student success, and financial resources, which may slow down the institution's progress to meet some established benchmarks. Academic achievement gaps still exist for underrepresented students; the gaps in retention and degree completion even widened for some institutions during the pandemic. There is some evidence that institutional efforts may be shrinking these gaps, but more needs to be done to ensure all students have equitable opportunities to meet their academic goals. The full institutional reports in the later part of this volume provide a more detailed summary of the efforts that the institutions made to meet the goals, objectives, and priorities of the State Plan.

## Overview of the Accountability Report

The annual Performance Accountability Report (PAR) provides an opportunity for the State, the Maryland Higher Education Commission (MHEC), colleges and universities, and individual governing boards to review and evaluate institutions' efforts to advance the goals of the State and fulfill their missions. Maryland's public colleges and universities' commitment to this is demonstrated by their ongoing efforts to provide detailed and high-quality reports to the Commission each year. This is the 27<sup>th</sup> Performance Accountability Report published by the Commission.<sup>1</sup> This year, the Commission requested that institutions respond to *both* of the following two prompts for the institutional response:

- What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?<sup>2</sup>
- Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

This report includes a summary of highlights from institutional submissions for the 2021-2022 academic year reporting cycle<sup>3</sup>. In addition, this volume contains the full, unedited accountability reports for all of the public two- and four-year institutions in Maryland. The community colleges'<sup>4</sup> reports include:

- An update regarding their performance on the indicators in each "mission/mandate" area;
- A discussion on the ongoing effects of the COVID-19 pandemic on the 2021-2022 reporting cycle;
- Their progress toward meeting the goals of the 2017-2021 Maryland State Plan for Postsecondary Education: *Student Success with Less Debt* most applicable to the community colleges;
- A discussion of how well the campuses are serving their communities;
- Degree Progress Analysis;
- Benchmarks for each indicator and performance on these benchmarks; and
- Four years of trend data for each measure.

The reports from the public four-year institutions<sup>5</sup> include:

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<sup>1</sup> For a more detailed history of the accountability process in Maryland, please see the 2017 Performance Accountability Report Volume 1 and the 2016 Performance Accountability Report found here under the section of "Performance Accountability Reports":

<https://mhec.maryland.gov/publications/Pages/research/index.aspx>

<sup>2</sup> Note that 2021-2022 PAR reporting cycle primarily reflects the performance in academic year 2020-2021. Starting in 2023, PARs will be centered on the 2022 State Plan, which was approved by the Commission at the June meeting in 2022. For more information on the 2022 State Plan, please refer to <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

<sup>3</sup> Institutional submissions for the 2022 Performance Accountability Report reflect performance in the 2021-2022 academic year (July 1, 2021 to June 30, 2022).

<sup>4</sup> The community colleges are: Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, Carroll Community College, Cecil College, Chesapeake College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

<sup>5</sup> The public 4-year institutions are: Bowie State University, Coppin State University, Frostburg State University, Morgan State University, Salisbury University, St. Mary's College of Maryland, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland Global Campus.

- An update regarding their performance on the indicators in each “mission/mandate” area;
- A discussion on the ongoing effects of the COVID-19 pandemic on the 2021-2022 reporting cycle;
- Their progress toward meeting the goals of the 2017-2021 Maryland State Plan for Postsecondary Education: *Student Success with Less Debt*;
- A list of their accountability goals and objectives;
- An update regarding their progress toward meeting their goals;
- Objectives and performance measures as submitted to the state for *Measuring for Results* (MFR); and,
- Five years of trend data for each measure.

### **Assessment by the Maryland Higher Education Commission**

The 2022 Performance Accountability Report (PAR) highlights institutions’ performance on their progress toward meeting their established goals, metrics and performance standards, with a focus on those aligned with the 2017-2021 State Plan for Postsecondary Education. This report’s Institutional Assessment explores institutions’ performance on the State’s higher education goals of access, success and innovation. The next section, the overview of key indicators, provides necessary context through a discussion of enrollment trends, retention, and graduation rates, and the lingering effects of the COVID 19 pandemic.

### **Overview of the Key Indicators: Enrollment Trends, Retention, and Completion Outcomes**

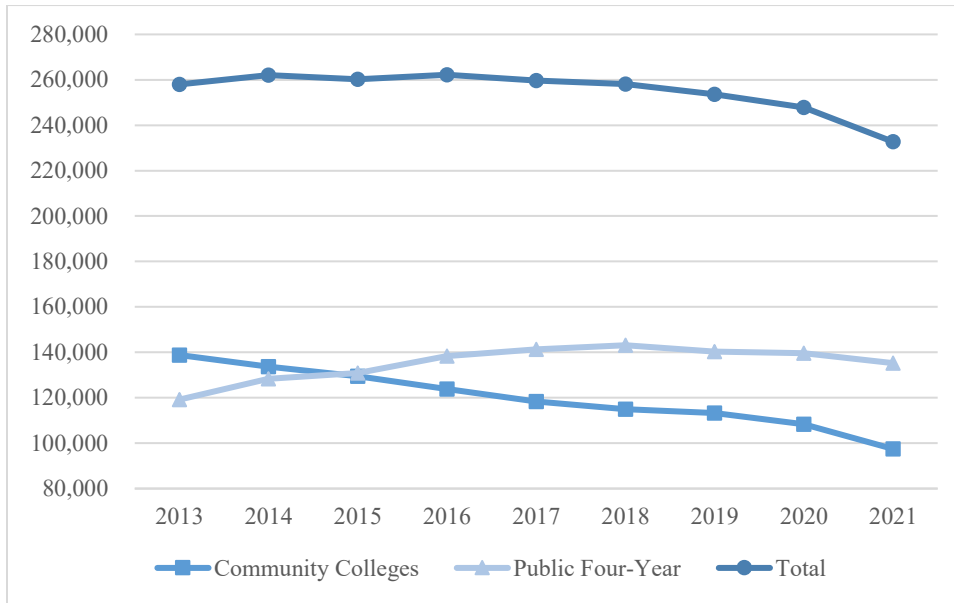
#### Enrollment

The impact of the COVID-19 pandemic on Maryland postsecondary institutions is still in place. One of the most profound influences is the declining enrollment across all segments and enrollment levels. In Fall 2021, the total undergraduate enrollment of Maryland public colleges and universities decreased by 6.0% as compared to Fall 2020. For that same time period, undergraduate enrollment of public four-year institutions dropped by 3.0%. And the size of the decline was larger for community colleges, with a 10.0% decreased from Fall 2020 to Fall 2021. While sheer numbers of students enrolled dropped, the proportion of minority enrollment remained stable, with slight increases in proportions of Hispanic, Asian, and students of other races<sup>6</sup> (Figure 2).

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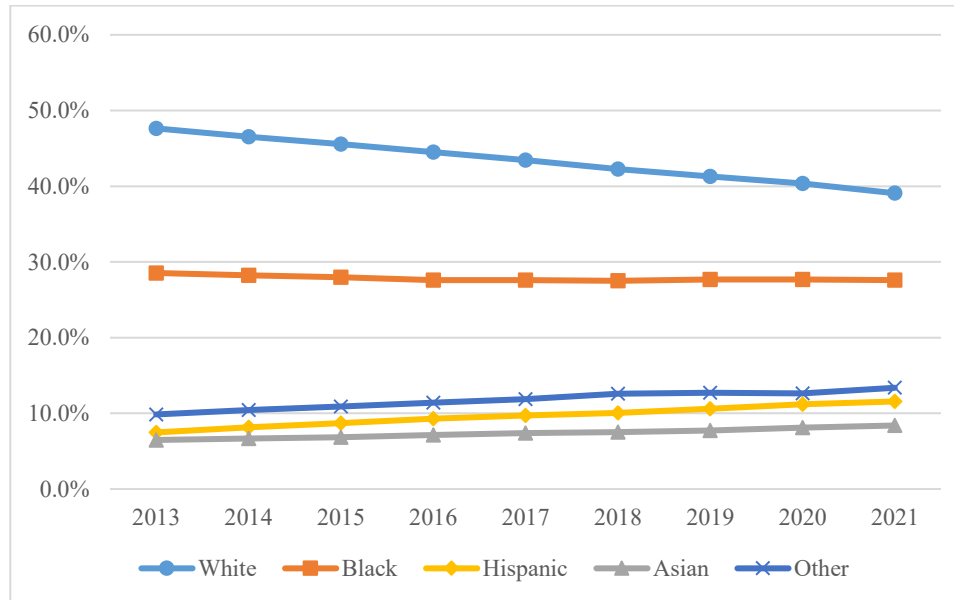
<sup>6</sup> Other races include American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, students with two or more races, students whose race is unknown, and non-resident aliens.

**Figure 1: Undergraduate Fall Enrollment: Fall 2013- Fall 2021**



Source: MHEC Enrollment Information System

**Figure 2: Undergraduate Fall Enrollment by Race/Ethnicity: Fall 2013- Fall 2021**



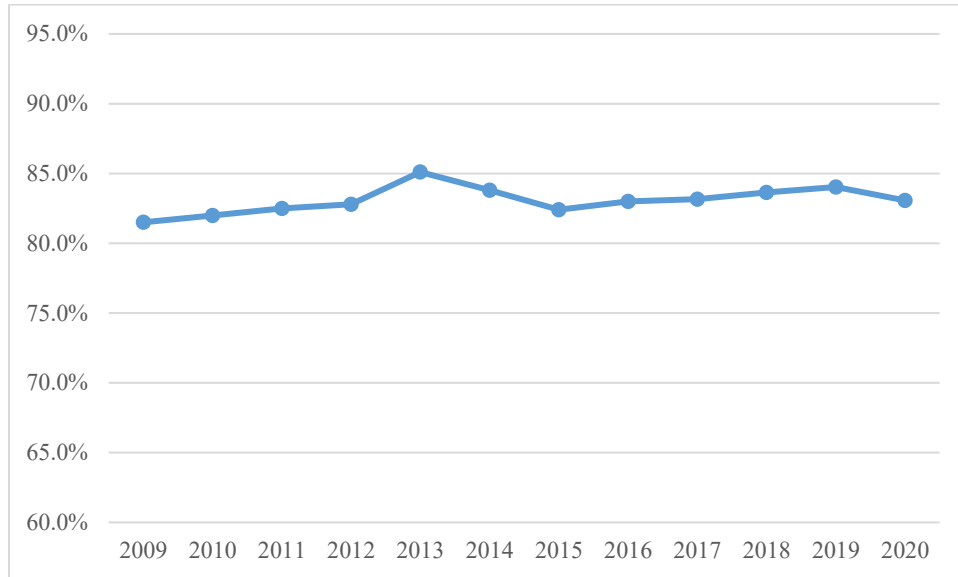
Source: MHEC Enrollment Information System

Retention and Graduation – Public Four-year Colleges and Universities

The COVID-19 pandemic also appears to have played a role in affecting student success outcomes, especially for minority students. As shown in Figure 3, the overall second-year retention rate for first-time, full-time students for the Fall 2020 cohort was 0.9 percentage points lower than that of the Fall 2019 cohort for the public four-year institutions. Though the overall rate is stable, there was a disproportionately larger decline for Black/African American students with a 2.9 percentage-point

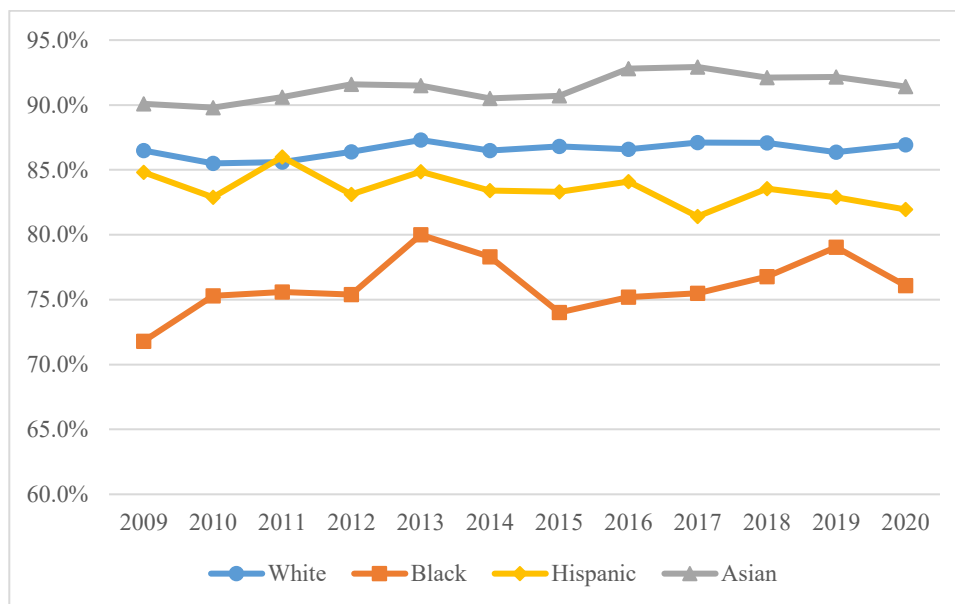
decrease (Figure 4)<sup>7</sup>. Similarly, the six-year graduation rate for first-time, full-time students for the Fall 2015 cohort (Figure 5) dropped by 1.2 percentage points, and Black/African American students experienced a larger decrease of 2.7 percentage points (Figure 6).

**Figure 3: Second-year Retention Rate of Public Four-year Institutions: 2009 Cohort – 2020 Cohort**



Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard

**Figure 4: Second-year Retention Rate of Public Four-year Institutions by Race/Ethnicity: 2009 Cohort – 2020 Cohort**

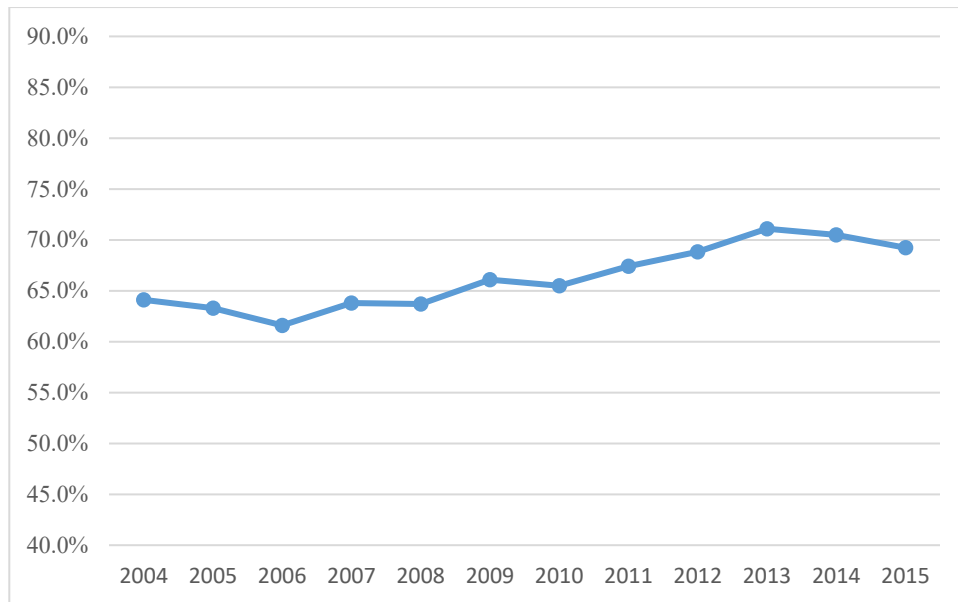


Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard

<sup>7</sup> Due to the small number of students of other races, MHEC does report the student success measures (e.g. retention, graduation, and transfer) for the other races.

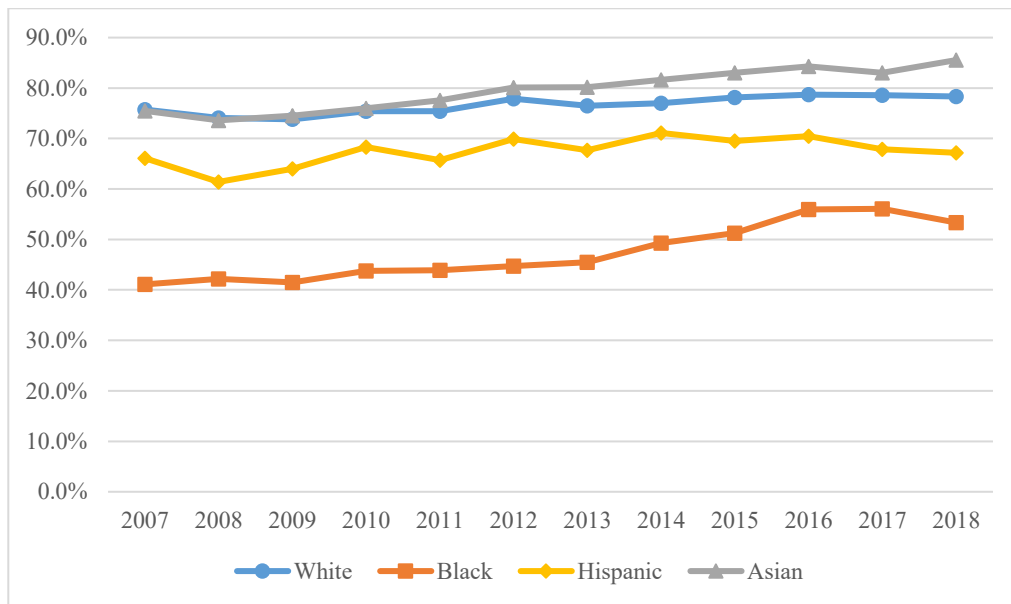


**Figure 5: Six-year Graduation Rate of Public Four-year Institutions: 2004 Cohort - 2015 Cohort**



Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard

**Figure 6: Six-year Graduation Rate of Public Four-year Institutions by Race/Ethnicity: 2004 Cohort - 2015 Cohort**



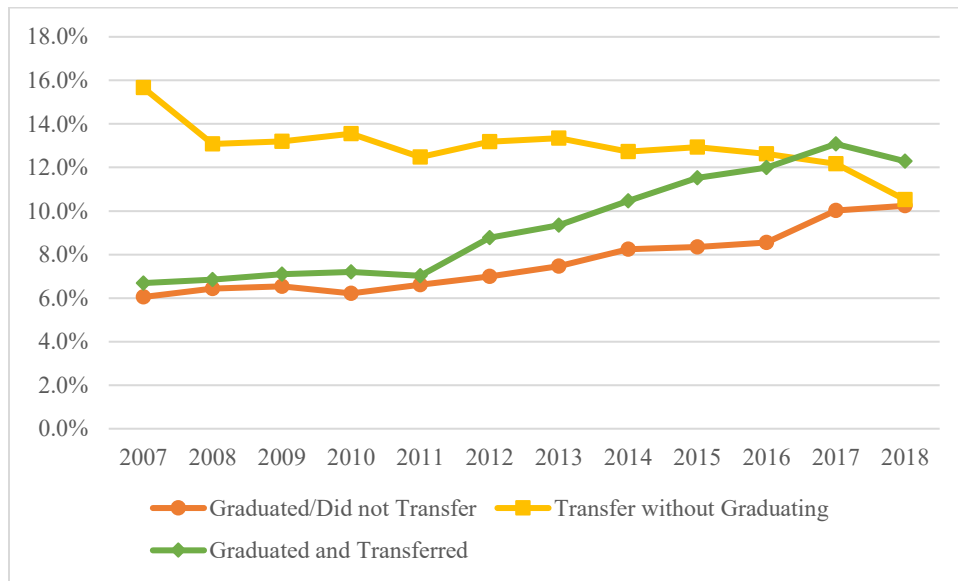
Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard

Transfer and Graduation – Community Colleges

For the community colleges, measures related to student three-year completion and transfer provide a similar framework to the second-year and six-year outcomes reported for the public four-year institutions. This involves analysis of three key three-year outcomes for first-time, full-time students: (a) students who graduate from a community college and do not transfer to a four-year institution, (b) students who graduate from a community college and do transfer to a public-four year institution, and (c)

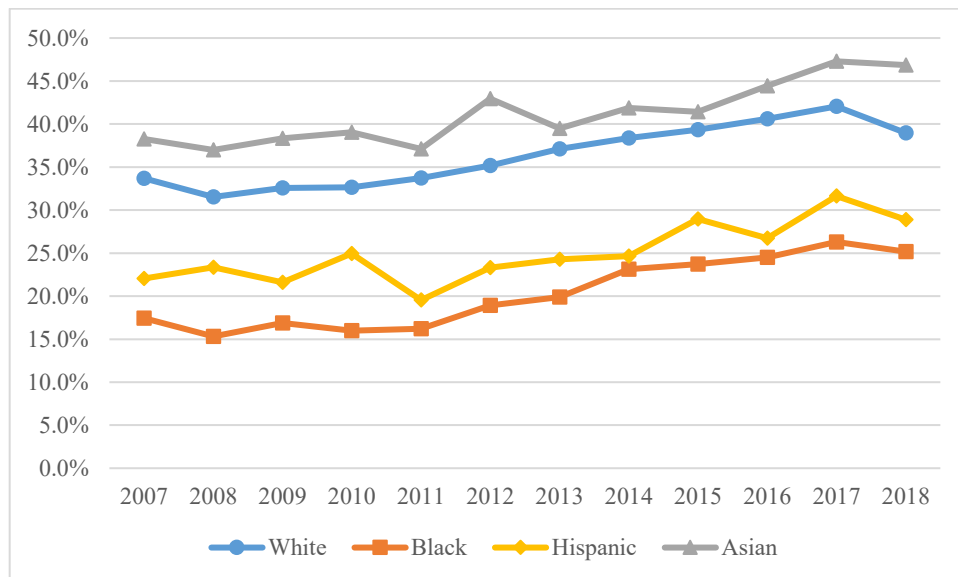
students who transfer to the four-year institution but do not earn their associate degree first. These three-year outcomes show that the proportion of students who transferred from a community college to a four-year institution without earning an associate degree first for the 2018 first-time, full-time cohort decreased by 1.7 percentage points, and the proportion of students who graduated and transferred decreased by 0.8 percentage points compared to the 2017 cohort. It indicates that fewer community college students transferred overall to four-year institutions within three years (Figure 7).

**Figure 7: Three-Year Graduation and Transfer Rate of Community Colleges: 2007 Cohort – 2018 Cohort**



Source: MHEC Community College Retention, Graduation, and Transfer Dashboard

**Figure 8: Combined Three-Year Graduation and Transfer Rate of Community Colleges by Race/Ethnicity: 2007 Cohort – 2018 Cohort**



Source: MHEC Community College Retention, Graduation, and Transfer Dashboard

Figure 8 presents the combined graduation and transfer rate by racial/ethnic subgroups. Compared to the last cohort (first-time full-time entering class of 2017), the combined graduation and transfer rate of the 2018 cohort decreased for all races while White and Hispanic students experienced the largest reduction with 3.1 percentage points and 2.7 percentage points, respectively.

Both retention and graduation outcomes of public four-year institutions (Figures 3 to 6) and graduation and transfer outcomes for the community colleges (Figures 7 and 8) show that the racial gaps in student success persisted, and, for some measures, widened during the pandemic era. These outcomes in Maryland mirror national findings showing that the initial and ongoing effects of the pandemic may have exacerbated equity gaps in higher education.

Mindful of this, MHEC has chosen to focus this year's Performance Accountability Report on educational equity/inequity in Maryland public universities and colleges. Both this statewide analysis and the institutions' reports aim to address this topic. The next section will summarize the institutional assessment on Maryland public colleges and universities' performance over the last year, discussing institutional performance tied to their selected PAR indicators, benchmarks and goals.<sup>8</sup>

## **Institutional Assessment**

### Maryland Public Four-Year Colleges and Universities

Public four-year institutions' performance benchmarks are different from each other's due to their varied missions and priorities. In this reporting cycle, Maryland public four-year institutions were able to maintain the academic quality of their programs and met most of their established accountability benchmarks. However, institutions with smaller enrollments and those located in rural locations appear to have experienced the larger impacts of COVID-19. For example, Coppin State University (Coppin), Frostburg State University (Frostburg), University of Baltimore (UB), and University of Maryland Eastern Shore (UMES) experienced the total enrollment decrease of more than 10% each from Fall 2020 to Fall 2021.

The overall enrollment decline may be attributed to a number of reasons. One important factor is that fewer high school graduates immediately enrolled in higher education institutions upon graduation. According to Maryland Longitudinal Data System (MLDS), among the Maryland public high school students who graduated in 2019-20, 47% enrolled in college within one year of graduation. Historically, the immediate college enrollment rate was above 50%.<sup>9</sup>

Another reason for low enrollment commonly mentioned in the institutional reports (from the four-year colleges and universities) is the decreasing number of transfer students from community colleges. The three-year transfer rate for the 2018 cohort of first-time full-time community college students was 2.5 percentage points lower than the 2017 cohort and 1.8 percentage points lower than the 2016 cohort<sup>10</sup>. The combination of the smaller size of community college enrollment and lower rate of transfer decreased the number of community college students transferring to four-year public institutions by 6.0% in Fall 2020.

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<sup>8</sup> These indicators, benchmarks and goals are established by the institutions; community colleges establish these on a five year cycle and align them with the state Plan for Higher Education and the public four-year institutions' metrics, benchmarks, and goals are established through their Managing for Results process. The 2017 Performance Accountability Report Volume 1 and the 2016 Performance Accountability Report introduced more detailed history of the accountability process in Maryland.

<sup>9</sup> Data source: Dashboards of Maryland Public High School Graduates: Immediate College Enrollment [https://mldscenter.maryland.gov/webcenter/faces/oracle/webcenter/page/scopedMD/sb3e45ed1\\_78e6\\_444d\\_ad7c\\_45287d460e8a/Page143.jsp?\\_adf.ctrl-state=19gebuj6zl\\_21&\\_afzLoop=754494821429550](https://mldscenter.maryland.gov/webcenter/faces/oracle/webcenter/page/scopedMD/sb3e45ed1_78e6_444d_ad7c_45287d460e8a/Page143.jsp?_adf.ctrl-state=19gebuj6zl_21&_afzLoop=754494821429550)

<sup>10</sup> Data source: 2022 MHEC Retention, Graduation, and Transfer at Maryland Community Colleges

The third factor cited by some, but not all, public four-year institutions was that the international enrollment was heavily hurt due to the international travel bans during the pandemic. In Fall 2020, the foreign/non-resident alien enrollment in Maryland was reduced by 13 percent.<sup>11</sup>

Taken together – lower rates of immediate enrollment, decreasing transfer rates, and shrinking international enrollments – these factors played a role in institutions missing their enrollment targets and benchmarks.

An analysis of the institutional PAR submissions<sup>12</sup> from the public-four year institutions show that some institutions faced challenges in meeting their established goals for their student success measures during the COVID-19 pandemic. For example, analysis of outcomes data shows that Coppin, Frostburg, UB, UMES, Morgan State University (Morgan), and St. Mary's College of Maryland (SMCM) were behind their stated benchmarks for second-year undergraduate student retention as of FY 2021. In addition, Bowie State University (Bowie), Coppin, UB, University of Maryland Baltimore County (UMBC), UMES, and SMCM are not on track to meet their benchmarks for six-year graduation rates. Lastly, institutions with a focus on success metrics tied to STEM students (e.g. Coppin, Frostburg, University of Maryland College Park [UMCP], and UMES) experienced a decline in enrollment and/or number of degrees in STEM.

To mitigate the negative influences caused by the pandemic and improve the performance metrics and equity for students, institutions conducted a series of interventions. For example, Coppin continued to strengthen its partnerships with local community colleges and other University System of Maryland (USM) institutions. Towson University (Towson) created a division for enrollment management. To promote student success, many institutions employed professional advisors to help students identify and address the challenges in academic or personal life. The institutional narratives at the end of this report provide additional information and context on what successes and challenges the public four-year institutions faced in meeting their established goals and benchmarks.

### Community Colleges

Community colleges saw enrollment declines in Fall 2021, which continues a declining trend that traces back to a decade ago. An analysis of the institutions' narrative reports shows that many institutions remain optimistic regarding changing this trend, as they have seen enrollment recovery in FY2022. The data backs this up: the 2022 MHEC Opening Fall Enrollment data shows that seven community colleges experienced a rebound in enrollment headcount from the bottom of Fall 2021 and overall community college enrollment declines seem to have flattened.<sup>13</sup>

For Fall 2021, student enrollment patterns among community colleges showed declines among all categories of enrollment: credit programs (e.g., certificate and degree programs), noncredit programs, and high school/dual enrollment. Similar to the last reporting cycle, the enrollment reduction of Fall 2021 is observed in credit programs. Community colleges also saw a reduction in high school/dual enrolled students in FY 2021 because the students' learning in high school was disrupted significantly; traditionally, most of the dual enrollment courses are taught in a classroom (either at the community college or within the high school). It was difficult to deliver those courses online easily, according to the

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<sup>11</sup> Data source: 2022 MHEC Data Book

<sup>12</sup> Public four-year institutions provide their Managing for Results Goals, Objectives, and performance measures as part of their PAR submission. These MFR reports provide established benchmarks and five number of years of trend data to show progress toward their goals.

<sup>13</sup> See MHEC 2022 Opening Fall Enrollment dashboard here

<https://app.powerbigov.us/view?r=eyJrIjojOTJlZDhjMmItOTQwNi00ODVhLTk1MGYtODYxNWRkY2Q1ZGExIiwidCI6IjYwYWZlOWUyLTQ5Y2QtNDliMS04ODUxLTY0ZGYwMjc2YTJlOCJ9>. More detailed Opening Fall Enrollment data can be found here under the section of “Enrollment Reports” – “Opening Fall Enrollment”.  
<https://mhec.maryland.gov/publications/Pages/research/index.aspx>

institutional assessments. Compared to credit students, enrollment of non-credit/continuing education students experienced a more sizable decline, because these noncredit courses are less flexible in switching in-person certificate programs to online. The market share<sup>14</sup> of first-time full-time freshmen reflects the enrollment decline, too: 13 community colleges witnessed a large number of decline and failed to meet the benchmark of Fall 2025. It suggests the first-time full-time freshmen in the service area may be instead enrolling in Maryland's four-year institutions in recent years.

Community colleges' indicators of access show both positive and negative findings when evaluating equity among different subpopulations. The positive finding is that the share of minority students<sup>15</sup> enrolled in community colleges has increased since FY 2017 and is disproportionately higher than the share of minority population in their service areas. The growth of minority students at community colleges is a sign that they are committed to serving diverse student populations and ensuring students feel included and supported. More troubling is that 15 of the 16 community colleges reported the proportion of credit students receiving Pell grants, which is a common proxy for low-income students, decreased from last year. The lower proportion of Pell students is a part of long-term trend that traces back to FY 2014, which is also mirrored by the long-term decline in FAFSA completion in Maryland.

Community colleges faced varied challenges in ensuring student success during the pandemic. Fall-to-Fall retention is one of the success measures institutions struggled with. Nine community colleges did not meet their fall-to-fall retention rate benchmarks. As more and more community colleges introduce multiple measures in student assessment process, the proportion of students assessed for developmental education needs kept decreasing for multiple years and the proportion decreased by 14.2 percentage points from FY 2020. However, it also means that the students with developmental education needs are less college prepared than the earlier cohorts used to be. The Degree Progress Analysis suggests that the graduation transfer rate and successful persist rate for the developmental non-completers dropped by 4 and 5 percentage points, respectively.

Community colleges use data obtained from the MLDS to report on post-graduation workforce outcomes. The institutions report that during the pandemic, employment for community college graduates became challenging. Those students who graduated in FY 2020 experienced a sharp decrease in employment rates within one year of graduation, with 12 community colleges reporting a decline in this measure. However, community colleges in Maryland still serve an instrumental role in social mobility. According to the MLDS report<sup>16</sup>, three years after graduation, community college graduates earned 2.3 times higher than they did before graduation.

## **Responses to MHEC Prompts**

The 2022 State Plan emphasizes the central role of equity in higher education and urges all higher education institutions to create initiatives around the goals, priorities, and action items outlined in the 2022 State Plan using an "equity lens." Further, there is concern about the unequal impacts that the COVID-19 pandemic may have imposed on students, especially those from underrepresented and historically disadvantaged backgrounds. Therefore, the Performance Accountability Report guidelines and required report prompts focused on the equity issues public institutions may be facing. As such, the Commission requested that institutions respond to *both* of the following two prompts for the institutional response in the report:

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<sup>14</sup> This market share metric calculates the proportion of first time undergraduate students enrolled in a specific community college from a corresponding service area/county.

<sup>15</sup> Minority students include any person whose race/ethnicity is not: 1) white only who did not indicate Hispanic/Latino, 2) foreign/non-resident alien, and 3) unknown.

<sup>16</sup> See "Community College Workforce Participation Metrics" here <https://mldscenter.maryland.gov/CenterReports.html>

- What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?
- Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

An analysis of the institutional submissions shows that not all institutions interpreted and answered the first prompt in the expected way. Many institutions described the biggest challenges they faced without necessarily discussing equity concerns. The most frequently named challenge was the declining enrollments, which lower the revenues from tuition and fees. Some institutions (e.g. Towson, UMBC, UMCP, UMGC, and Chesapeake Community College) specifically expressed their concerns about historically underserved populations. For example, Towson and UMBC discussed the decreasing number of transfer students caused by the disrupted pathway from community colleges to public four-year institutions during the pandemic. UMCP and UMGC raised their concerns about insufficient financial support for low-income students. Chesapeake noticed the enrollment decline was the largest for the students aged 25 and above and was developing new programs to meet the demand of adult students.

For community colleges, the decline in enrollment was not only among the students in credit programs but also among those in the non-credit programs. Because the majority of the non-credit courses are traditional classes delivered in-person, less flexibility in the course modality meant a large number of non-credit courses cancellation during the COVID-19 pandemic. Without adequate courses offered, colleges were forced to temporarily shut down many continuing education programs, which lowered the non-credit enrollment further.

Another challenge that institutions were concerned about was the uncertainty about financial resources. To improve student success, institutions emphasized the importance of financial assistance. With the commitment to affordability and maintaining costs, institutions heavily rely on state and local appropriations to support students' unmet needs financially through various institutional aid. However, COVID-19 and the possible economic downturn increased the uncertainty in revenue sources. Below are some other challenges stated in the institutional reports:

- Dealing with the learning loss caused by disruption in education during the pandemic;
- Helping students whose basic needs are unmet (e.g. poverty, food security, etc.);
- Handling the inflexibility in developing new programs due to the current regulatory environment;
- Having limited data to assess student outcomes due to the small enrollment and low response rate from student surveys;
- Identifying the barriers that impede students from success; and
- Helping a large body of students who were not ready for college education.

More institutions responded fully to the second prompt provided by the Commission. Among the institutions who answered explicitly to the second prompt, all but two indicated that they use disaggregated data to identify educational inequities and to make improvements in ensuring equitable student outcomes<sup>17</sup>. The measures that rely on disaggregating the data include admission, enrollment,

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<sup>17</sup> Cecil College and Garrett College are the two institutions who are not using the disaggregated data to examine questions of equity in educational opportunities and outcomes due to the small sample size of their underrepresented students. The sample sizes of their minority students are often smaller than 50 and unable to report success measures.

course outcomes, and other student success measures (e.g. retention, graduation, and transfer). The dimensions of the disaggregation include race, gender, socioeconomic status, and other demographic or financial characteristics. For the community colleges, the Degree Progress Analysis, submitted as a part of Performance Accountability Report, serves as an important data tool to discover the inequities in student success across races/ethnicities and levels of college preparedness. For the institutions whose minority enrollment was too small to conduct data segregation, campus climate surveys were utilized as an alternative approach to investigate inequity issues in students, faculty, and staff. Other innovative approaches to utilizing disaggregated data that institutions shared include:

- Presenting disaggregated data in dashboards via Power BI or Tableau;
- Tracking high-impact practices for at-risk students;
- Conducting predictive analytics to provide better advising services;
- Constructing a Diversity, Equity, and Inclusion committee or other oversight body to monitor educational equity metrics and make recommendations; and
- Sharing the findings from the disaggregated data with their governing boards.

## **Conclusion**

While the long-term impact of the COVID-19 pandemic on Maryland higher education is still unknown, universities and colleges remain committed to the goals of the State Plan and the vision established through their institutional missions. In summary, ripple effects were found in enrollment, retention, transfer, graduation, and labor force outcomes for all institutions during the pandemic. The influences on some measures are disproportionately larger for minority students. However, it is important to note that most of the measures reported in the 2022 PAR are based on the data collection of 2020-2021, which is the year under the most severe impact of the campus lockdown policy. Looking forward, in Fall 2022, the institutions are seeing bright spots in various performance measures. The 2022-2023 tuition and fees at both public four-year institutions and community colleges remained stable despite the unprecedentedly high inflation rate. The 2022 Opening Fall Enrollment suggests that first-time full-time enrollment recovered statewide by 4.0%, with 10 community colleges and nine public four-year institutions reporting increases in first-time full-time enrollment. It is believed that institutions are making progress toward their degree goals and on track to contribute to Maryland's degree attainment goal of having at least 55% of all Marylanders hold at least an associate degree by 2025.<sup>18</sup> In the coming year, the Commission will continue to partner with institutions to make sure students in Maryland receive high-quality postsecondary education consistently.

**RECOMMENDATION: It is recommended that Commission approve the 2022 Performance Accountability Report for submission to the Governor and General Assembly as required by law.**

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<sup>18</sup> Though institutions will likely to meet their degree goals, it is possible the State may not meet its overall 55% goal. More detailed analysis can be found in the most recent Report on Best Practices and Annual Progress Towards 55% Completion Goal at <https://mhec.maryland.gov/publications/Pages/research/index.aspx>

# Allegany College of Maryland

## I. Mission

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

## II. Institutional Assessment

### Goal 1: Access

Allegany College of Maryland continues to prioritize Student Access and Success in its FY21 – FY23 Strategic Plan. This priority accounts for the economic needs of the community the College serves, and it is integrated throughout the institution through open education resources, low tuition rates, availability of financial assistance, and a variety of scholarship opportunities.

Allegany continued to make great efforts to keep costs low for its students. Tuition rose at a slower rate than it did for Maryland four-year institutions. FY2021 saw a modest increase of 2.5% in tuition and fees, and for FY2022 the College kept tuition and fees flat. As a percent of tuition and fees at Maryland public-four year colleges Allegany has maintained 50.0% for both FY2021 and FY2022. Most of Allegany's students require financial aid of some type with 89.7% receiving financial aid in FY2021. The College was able to distribute all of the CARES and HEERF act funding received in FY2021 and FY2022. In addition to the federal grants the College also developed its own COVID-19 impact scholarship for students that may have needed additional assistance beyond what the federal grants were able to provide. This is all in addition to the vast amounts of scholarships and grants the College typically provides.

Even though the College continued to put resources into maintaining affordability during the pandemic overall credit enrollment declined from Fall 2020 to Fall 2021 by 4.2%, an even larger loss than the 2.4% decrease from the prior year. The majority of the decrease can be directly attributed to the pandemic as the College was on an upward trend with two years of credit increases prior to the start of COVID-19. Most of the decrease in credit enrollment came from certain demographic groups, specifically recent high school graduates from the regional counties. From internal enrollment reports the Under 20 population, which encapsulates those who had graduated high school within the last two years, decreased by over 18% in the Fall of 2021. This resulted in an overall decrease of 15.7% from Allegany County, the primary service county of the College. Thankfully, due to prior efforts in bringing new programs to the College some of the loss in the primary service region was offset by out-of-state enrollments in the College's rapidly growing Online LPN to RN nursing program.

To give students as much choice as possible during social distancing periods the College expanded online and hybrid options. This includes the development of a new hybrid modality dubbed "face-to-face alternating" where half of the students rotated from in-person to synchronous live-stream every other session. Online enrollment increased by 12.9% and hybrid enrollment increased 75.9%.



For non-credit programs the effects of the pandemic on enrollment were substantial. Continuing education headcount decreased by 38.9% in FY2021. Most community service and lifelong learning courses were cancelled as the courses were primarily in person and could not be held online. These were brought back for FY2022. Education basic skills and literacy courses also had a reduction of 46.6% in headcount. Many of these classes have a hands-on in-class approach and could not be held during FY2021. Workforce development, certification, and contract training courses all had decreases of 25% or more in headcount. As businesses lost revenue during the pandemic cuts were made to budgets for employee training. Preliminary numbers show continuing education enrollments are rebounding for FY2023. The College attempted to offer as many continuing education courses online as possible by increasing online offerings by 141%.

Through early college offerings Allegany makes a direct impact on the state's access strategy to "improve college readiness among K-12 students, particularly high school students." Early College enrollments remained flat at 729 students in FY2021. The College was able to adapt to the online environment in high schools by rapidly rolling out online options and providing training to college faculty and high school instructors on effective online instruction methodologies.

Measures of diversity are key to demonstrating access regardless of student demographics. The College continues to enroll a significant percentage of minority students relative both to the benchmark set and to the community demographics. With over 17% of the College's enrollment being minority, this continues to be a strength of the College's enrollment structure.

## **Goal 2: Success**

Fall-to-fall retention rates improved from the prior year. The Fall 2020 cohort had an overall retention rate of 57.0%, significantly better than the Fall 2019 cohort's retention rate of 51.9%. Retention rate for Pell grant recipients is at 52.4% for the Fall 2020 cohort. This is the highest retention rate for Pell grant recipients over the last four years. Pell grant recipients constitute one third of the College's population and are considered a disadvantaged population. An increase of retention for this subgroup is a positive sign that the college is taking appropriate measures to increase student success.

Developmental completers after four years continue to steadily improve year over year. The Fall 2017 cohort saw 58.0% developmental completers compared to 50.2% for the Fall 2014 cohort. The Fall 2017 cohort was the first cohort to see a substantial change in the depth of developmental math. A lower level developmental math course was removed so students who placed into developmental math would need to progress through at most two developmental math courses as opposed to three. This likely had a positive impact on the higher developmental completion percentage. A higher developmental completer rate directly translates to higher fall-to-fall retention. The college further reformed developmental education over the last five years. Future examination of cohorts will show if the changes to developmental education continue to have a positive impact.

Successful-persister rates are at a four year high at 73.8% for the Fall 2017 cohort compared to the prior three-year average of 68.1%. Additionally, graduation-transfer rates are also at a four

year high at 65.3% for Fall 2017 cohort compared to a prior three-year average of 57.8%. When considering only the associate and certificate graduation rate, the Fall 2017 cohort has a four-year graduation rate of 39.1%, substantially higher than the Fall 2016 cohort at 33.0%. The college will continue to work on improving student success as outlined in its strategic plan.

Allegany's students who transfer to another school are able to maintain a level of success in their first year. Data provided by MHEC shows that 89.6% of those who transferred had a first-year GPA of 2.0 or above at their transfer institution.

### **Goal 3: Innovation**

Allied health licensure and certification pass rates continue to be above all required thresholds set by each of the program's accrediting bodies. Additionally, the College's nursing program was ranked seventh in Maryland, ahead of John's Hopkins. Eight of the top ten ranked nursing programs in Maryland were from community colleges which speaks to the effort and care placed on crafting strong programs at all of the Maryland community colleges.

While the pandemic may have slowed enrollments on the non-credit side, continuing education remained busy expanding for future opportunities with two major projects. First, during FY2021 the College, in partnership with the state, finished construction on the Western Regional Corrections Training Center. This new building expanded the College's capacity to provide corrections officer training to support the multitude of jobs available in the area and the state. Second, in partnership with Allegany County, the College worked on renovating a county owned building to create the Western Maryland Works Maker Space. This new space houses multiple workforce training programs such as advanced manufacturing, welding, and industrial maintenance programs. It has more than doubled the College's capacity to offer these programs to more students.

On the credit side the College continued to assess needs of the service area and created several new programs. Automated Advanced Manufacturing associate degree, Data Analytics associate and certificate programs, as well as a Sustainable Brewing certificate. All programs will support local businesses' future needs.

The College focuses on making sure students have access to the latest educational technology. Through grants the College purchased or received as donations over a hundred thousand dollars' worth of patient simulation equipment for allied health programs such as nursing and respiratory therapy.

### **Institutional Response**

*What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

As mentioned in the section "Goal 1: Access" declining credit enrollments were a major factor in the prior two years. Lower enrollments impact the College's class schedule, class availability,

and program offerings. With fewer enrollments certain classes may be cancelled prior to the start of the semester. Additionally, classes may only be offered once a year which could have impacts on a student's time to completion. In certain situations, low enrollment courses may be completely removed from the schedule, forcing students to take a course elsewhere. Lower enrollment compounds and also makes it difficult to offer new programs. Fortunately, preliminary figures for Fall 2022 indicate a modest increase to enrollment and FTE.

Uncertainty in funding had impacts on strategic and financial planning. Prior to FY2022 funding from the state had always been below what the Cade Funding Formula had initially laid out in 1998. The funding also changed numerous times throughout the 25-year period based on what the latest Budget Reconciliation and Financing Act stipulated. Capital funding is also an issue for community colleges. Two-year colleges receive far less capital funding than do the four-year institutions. As infrastructure ages at community colleges, it makes it more difficult to provide state of the art technology infused learning environments. In addition to uncertainty in funding, cost of operations continued to increase due to federal regulations. Certain federal government regulations require the college to hire additional staff to fulfill requirements, for example.

*Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

The College frequently disaggregates data by demographic groups. Utilizing success metrics for different sub groups allows the institution to develop strategies so that all students achieve success. First, the Degree Progress Report as presented in the PAR is used by the College extensively. Other state and federal reports help to disaggregate by groups as well. The college also has several internal success KPIs broken out by numerous demographic categories which are regularly updated. The college is aware of the many disadvantaged populations that it serves.

The most prominent example of successful use of disaggregated data is the development of the Aspiring Young MENtors mentorship program for African American males. The College was investigating how to tackle the achievement gaps that existed between demographic groups, specifically African American males. Two faculty members took on the initiative to create the mentorship program. The program has been popular amongst the students.

The College has several programs aimed at supporting specific student group achievement. Pathways to Success, a federally funded program, supports primarily first-generation students. This program constantly reviews extensive data about its student success metrics. Academic Access and Disability Resources department similarly looks at graduate and success rates of students registered with the department relative to the general student body. It tailors specific goals and strategies based around its students' needs. Residence Life focuses on support for its students and keeps detailed metrics on student GPAs, credit loads, and other success metrics. The Athletics department also focuses on its students' success by providing specialized advising.

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

#### **Sample of Funded Grants and Initiatives**

The Community Resilience Collaborative (CRC) and ACM's Culture of Care are extensions of a longstanding partnership with the Washington, DC based Center for Mind-Body Medicine (CMBM). Building on 17 years of committed work, in 2018, ACM received funding for Tackling the Opioid Epidemic: From Challenge to Opportunity. Under this planning grant from the ARC, the Community Resilience Collaborative (CRC), representing more than 20 regional agencies and organizations, was formed. The CRC-developed plan: Tackling the Opioid Crisis: A Community Resilience Approach, was funded by the Maryland Opioid Operational Command Center in FY20 and again, (because of COVID), in FY21. Just as COVID was overtaking all our lives, ACM and the CMBM completed training 142 new facilitators, who are now providing the Center's evidence-based trauma relief model on campus, throughout the county, and through our community college partners, across the state. To date, more than 16,000 training hours have been completed and ACM is pleased to have this effective and affordable mental health resource available at this moment of unprecedented need.

Career and College Readiness Career and Technical Education Innovation Grant: Driving the Future of the Local Workforce Through Innovative and Hands-On Education in Diesel, Electric and Modern Automotive Technology The Innovative CTE program to be implemented through this proposal will occur through the direct enhancement of the current Allegany College of Maryland Automotive Technology program, primarily through the introduction of two of the fastest growing areas in the industry: diesel technology and electric vehicle technology. ACM's Automotive Technology program is the only post-secondary program in the local area that offers degrees and credentialing in the fields of Automotive Service and Automotive Technology, and is certified by the National Institute for Automotive Service Excellence. Award amount: \$149,759

Computer Science and Technology continues its growth in P-TECH (Pathways in Early College High School) with its fifth annual cohort beginning Fall 2021. Two students in the fast-track option, which began four years ago, will be graduating this May with their Associate of Applied Science Degree in Cybersecurity two weeks before actually receiving their high school diploma. The success of this program in Allegany County has created excitement at our branch campuses in Bedford and our Somerset Education site, that ACM officially launched P-TECH PA and will begin our first cohort of students in that region beginning Fall 2021. With input from Professional Advisory Committee (PAC) members, ACM has introduced several new courses to its curriculum including an advanced Python programming course (COMP-246 – Python Programming II) and COMP-245 (Ethical Hacking). These courses are designed to enhance the skills of students in the programming and cybersecurity options.

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) links regional Information Technology industry leaders with economic development leaders to encourage business retention, expansion, and the attraction of new business within the IT sector in rural Western Maryland. With the support of the competitive grant initiative Employment Advancement Right Now (EARN) Maryland, a skills-training and economic-development initiative of the Maryland Department of Labor, the IT Center's main focus is to prepare a strong workforce through multiple innovative pathways. The 22-member partnership representing IT business, education, government, and economic development creates and delivers a workforce training program responsive to industry workforce needs and includes internship delivery. To date, the partnership has been awarded over \$1.5 million in funding to support their workforce training plan and has funded approximately 650 seats of training since 2014. The Center also partners with local organizations to develop workforce pipelines through programs like Pathways in Technology Early College High School (P-TECH), Girls Who Code clubs, and Robotics & Engineering in Allegany County-Together: REACT (a county wide youth robotics and engineering initiative).

## **Scholarships**

FY2022 Foundation Year to date (preliminary and unaudited) scholarships for the Cumberland Foundation follow:

- Scholarships: \$1,250,360 (represents an increase of 9% from the previous year)

The FY2022 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients of this investment represent every community in our County.
- Students from every public and private school in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Recipients have included students from nearly every major/ curriculum.
- The age range of recipients is from 18 – 58, with an average age of 22.
- 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. 276 awards were made.
- 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. 152 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 107 awards were made.

**Allegany College of Maryland**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		468		144		188		136	
2	Number attempting fewer than 18 hours over first 2 years		82		15		17		50	
3	Cohort for analysis (Line 1 – Line 2)		386 100.0%		129 100.0%		171 100.0%		86 100.0%	
4	Earned Associate degree from this community college		138 35.8%		78 60.5%		58 33.9%		2 2.3%	
5	Earned certificate, but no degree, from this community college		13 3.4%		7 5.4%		3 1.8%		3 3.5%	
6	Total associate and certificate graduates (Line 4 + Line 5)		151 39.1%		85 65.9%		61 35.7%		5 5.8%	
7	Transferred to Maryland two-year/technical college		33 8.5%		2 1.6%		19 11.1%		12 14.0%	
8	Transferred to Maryland public four-year college		53 13.7%		19 14.7%		30 17.5%		4 4.7%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		21 5.4%		1 0.8%		14 8.2%		6 7.0%	
11	Transferred to out-of-state four-year college or university		60 15.5%		33 25.6%		24 14.0%		3 3.5%	
12	Total transfers (sum of Lines 7 - 11)		167 43.3%		55 42.6%		87 50.9%		25 29.1%	
13	Graduated from this college and transferred (Line 6 ∩ Line 12)		66 17.1%		36 27.9%		29 17.0%		1 1.2%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		252 65.3%		104 80.6%		119 69.6%		29 33.7%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		33 8.5%		11 8.5%		19 11.1%		3 3.5%	
16	Successful transition to higher ed (Line 14 + Line 15)		285 73.8%		115 89.1%		138 80.7%		32 37.2%	
17	Enrolled at this community college last term of study period		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
18	Successful or persisting (Line 16 + Line 17)		285 73.8%		115 89.1%		138 80.7%		32 37.2%	

**Allegany College of Maryland**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	African American Students		Asian Students		Hispanic Students		White Students (optional data)			
1	First-time full- and part-time fall headcount		116	3	6	318				
2	Number attempting fewer than 18 hours over first 2 years		12	0	1	64				
3	Cohort for analysis (Line 1 – Line 2)		104	100.0%	3	100.0%	5	100.0%	254	100.0%
4	Earned Associate degree from this community college		12	11.5%	1	33.3%	1	20.0%	121	47.6%
5	Earned certificate, but no degree, from this community college		0	0.0%	0	0.0%	0	0.0%	13	5.1%
6	Total associate and certificate graduates (Line 4 + Line 5)		12	11.5%	1	33.3%	1	20.0%	134	52.8%
7	Transferred to Maryland two-year/technical college		30	28.8%	0	0.0%	0	0.0%	1	0.4%
8	Transferred to Maryland public four-year college		16	15.4%	0	0.0%	0	0.0%	33	13.0%
9	Transferred to Maryland private four-year college or university		0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college		10	9.6%	0	0.0%	0	0.0%	11	4.3%
11	Transferred to out-of-state four-year college or university		7	6.7%	1	33.3%	0	0.0%	48	18.9%
12	Total transfers (sum of Lines 7 - 11)		63	60.6%	1	33.3%	0	0.0%	93	36.6%
13	Graduated from this college and transferred (Line 6 □ Line 12)		8	7.7%	1	33.3%	0	0.0%	55	21.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		67	64.4%	1	33.3%	1	20.0%	172	67.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		7	6.7%	1	33.3%	1	20.0%	22	8.7%
16	Successful transition to higher ed (Line 14 + Line 15)		74	71.2%	2	66.7%	2	40.0%	194	76.4%
17	Enrolled at this community college last term of study period		0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)		74	71.2%	2	66.7%	2	40.0%	194	76.4%

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	2,586	2,589	2,527	2,421
b. Percent of students enrolled part time	57.6%	55.5%	65.5%	67.9%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	64.8%	42.9%	33.6%	30.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2022</b>
C Credit students who are first-generation college students (neither parent attended college) *Collection changed in FY2022 to the RISC Survey	40.1%	38.0%	NA	57.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	93.2%	87.4%	91.8%	89.7%
b. Receiving Pell grants	38.1%	35.6%	35.3%	30.6%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	22.1%	23.3%	26.1%	30.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
b. Continuing education students	85.6%	81.9%	82.0%	82.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2022</b>
G Credit students employed more than 20 hours per week *Collection changed in FY2022 to the RISC Survey	34.1%	36.0%	NA	53.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.5%	2.1%	1.9%	2.5%
b. Black/African American only	9.6%	9.4%	9.0%	9.3%
c. American Indian or Alaskan native only	0.1%	0.1%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
e. Asian only	0.7%	0.5%	0.8%	0.8%
f. White only	83.3%	83.4%	83.4%	82.3%
g. Multiple races	3.1%	2.9%	3.1%	3.1%
h. Foreign/Non-resident alien	1.0%	0.7%	1.0%	1.2%
i. Unknown/Unreported	0.6%	0.8%	0.7%	0.5%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	17.6%	19.2%	36.6%	23.5%
b. Enrolled in some, but not all, distance education	24.6%	25.5%	32.3%	24.6%
c. Not enrolled in any distance education	57.8%	55.4%	31.1%	51.9%



## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	42.0%	42.0%	43.0%	44.0%
b. State funding	28.0%	28.0%	28.0%	22.0%
c. Local funding	26.0%	27.0%	26.0%	26.0%
d. Other	4.0%	3.0%	3.0%	8.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
<b>K</b> Expenditures by function				
a. Instruction	36.8%	35.3%	34.2%	34.4%
b. Academic support	18.8%	20.4%	18.8%	18.9%
c. Student services	8.2%	7.9%	8.0%	7.7%
d. Other	36.2%	36.4%	39.0%	39.0%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	10,213	9,874	9,937	6,715	<b>10,250</b>
b. Credit students	3,236	3,172	3,248	3,117	<b>3,300</b>
c. Continuing education students	7,037	7,237	6,388	3,906	<b>7,050</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	57.7%	60.2%	55.7%	50.7%	<b>61.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	79.0%	80.5%	80.7%	82.3%	<b>81.5%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	56.5%	57.8%	60.7%	59.4%	<b>61.5%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	704	739	736	729	<b>725</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	3,131	3,262	5,822	6,572	<b>4,000</b>
b. Continuing education, online	83	43	704	1,697	<b>100</b>
c. Credit, hybrid	1,373	1,517	1,956	3,441	<b>1,750</b>
d. Continuing education, hybrid	NA	NA	NA	NA	<b>NA</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY2022</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,230	\$4,800	\$4,920	\$4,912	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	44.7%	49.6%	50.9%	50.0%	<b>47.0%</b>

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,247	1,316	1,238	142	<b>1,350</b>
b. Annual course enrollments	2,528	2,306	2,128	169	<b>2,250</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	231	388	367	196	<b>400</b>
b. Annual course enrollments	725	988	700	469	<b>1,000</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	61	57	<50	<50	<b>NA</b>
b. At least one ESL educational functioning level	<50	<50	<50	<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort					

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	15.1%	15.0%	15.0%	17.2%	<b>15.0%</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	<b>NA</b>

	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>Jul-21</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	13.2%	13.4%	13.6%	13.9%	<b>NA</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	3.0%	3.2%	2.2%	1.0%	<b>3.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.8%	1.8%	1.0%	1.8%	<b>2.0%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	53.7%	58.1%	51.9%	57.0%	<b>60.0%</b>
b. Pell grant recipients	49.2%	51.8%	47.8%	52.4%	<b>52.0%</b>
c. Developmental students	50.2%	53.0%	33.6%	44.2%	<b>50.0%</b>
d. College-ready students	63.2%	66.9%	61.6%	63.5%	<b>65.0%</b>

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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	50.2%	49.9%	55.0%	58.0%	<b>57.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	93.8%	85.2%	90.8%	89.1%	<b>91.0%</b>
b. Developmental completers	82.1%	74.6%	79.6%	80.7%	<b>80.0%</b>
c. Developmental non-completers	42.8%	33.5%	44.9%	37.2%	<b>NA</b>
d. All students in cohort	70.2%	62.5%	71.7%	73.8%	<b>72.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	70.2%	63.0%	74.1%	76.4%	<b>NA</b>
b. Black/African American only	68.5%	56.5%	65.7%	71.2%	<b>NA</b>
c. Asian only	<50	<50	<50	<50	<b>NA</b>
d. Hispanic/Latino	<50	<50	<50	<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	89.6%	79.6%	80.3%	80.6%	<b>81.5%</b>
b. Developmental completers	67.5%	63.6%	58.4%	69.6%	<b>64.0%</b>
c. Developmental non-completers	39.3%	32.3%	42.5%	33.7%	<b>NA</b>
d. All students in cohort	60.2%	55.6%	57.6%	65.3%	<b>60.5%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	57.2%	53.8%	57.0%	67.7%	<b>NA</b>
b. Black/African American only	66.4%	55.6%	62.0%	64.4%	<b>NA</b>
c. Asian only	<50	<50	<50	<50	<b>NA</b>
d. Hispanic/Latino	<50	<50	<50	<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	647	586	533	636	<b>525</b>
b. Career degrees	352	340	282	348	<b>NA</b>
c. Transfer degrees	154	149	149	171	<b>NA</b>
d. Certificates	141	97	102	117	<b>NA</b>
e. Unduplicated graduates	548	511	427	535	<b>NA</b>

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 19-20</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	87.2%	88.0%	82.0%	89.6%	90.0%

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	23.6%	27.7%	29.1%	28.1%	30.0%

### Goal 3: Innovation

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	88.8%	97.8%	88.6%	85.7%	85.0%
Number of Candidates	80	92	79	98	
b. Practical Nursing Licensure Exam	100.0%	100.0%	100.0%	100.0%	85.0%
Number of Candidates	9	15	7	13	
c. Dental Hygiene National Board Exam	94.7%	100.0%	89.5%	93.8%	80.0%
Number of Candidates	19	20	19	15	
d. National MLT Registry	100.0%	90.0%	100.0%	87.5%	80.0%
Number of Candidates	5	10	6	8	
e. Respiratory Therapy Certification Exam	88.0%	75.0%	90.0%	87.0%	80.0%
Number of Candidates	16	16	19	23	
f. Occupational Therapy Assistant Cert. Exam	75.0%	94.0%	<5*	100.0%	85.0%
Number of Candidates	16	17	<5*	7	
g. Physical Therapist Assistant Cert. Exam	81.3%	80.0%	100.0%	93.8%	85.0%
Number of Candidates	16	15	12	16	
h. Medical Assistant	90.0%	100.0%	100.0%	90.0%	85.0%
Number of Candidates	10	7	11	10	

Note: Not reported if <5 candidates in a year

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	80.0%	76.0%	74.0%	71.0%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$11,636	\$11,060	\$10,888	\$12,532	NA
b. Median annualized income three years after graduation	\$31,916	\$33,036	\$30,484	\$25,244	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,559	5,345	4,238	3,183	5,100
b. Annual course enrollments	9,552	9,256	7,239	5,110	9,100

**Allegany College of Maryland**  
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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,264	3,204	2,922	1,569	<b>3,200</b>
b. Annual course enrollments	5,092	4,817	3,765	2,573	<b>4,700</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,572	4,662	4,238	2,919	<b>4,400</b>
b. Annual course enrollments	7,879	8,006	6,815	4,479	<b>8,100</b>

Note: NA designates not applicable  
 \* designates data not available

# ANNE ARUNDEL COMMUNITY COLLEGE

## SECTION 1: MISSION

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

### **Vision**

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

### **Values**

Anne Arundel Community College's values are: Community & Relationships, Opportunity, Positivity, Innovation & Creativity, and Equity & Inclusion.

## SECTION 2: INSTITUTIONAL ASSESSMENT

### **Overview**

To ensure equity is at the forefront of AACC's student success efforts, it has been the focus of two strategic plans and recognized as an institutional priority. The overarching purpose of *Engagement Matters: Pathways to Completion* (FY2017–2020) was to ensure equity and that the College remains student-ready and committed to academic excellence.

In FY2021, AACC launched its new strategic plan: *Engagement Matters II: Excellence through Innovation* (FY2021-FY2024). *Engagement Matters II* provides an intentional and focused approach to institutional assessment as the College continues to emphasize equity and culture with the objectives of excellence, engagement, innovation and resources. The institutional focus on access, equity, high-quality learning opportunities, and completion align well with the *2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt*. The three overall institutional goals in *Engagement Matters II* are: (1) Engagement & Entry – increase engagement with students, employees and the community; (2) Progress and Growth – increase progress, growth and connection of students and employees; and (3) Retention and Completion – increase retention and completion of all students.

***MHEC Prompt Question:*** *What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

In FY2022, the COVID-19 pandemic continued to provide challenges. Despite challenges, and as a result of campus-wide, collaborative initiatives, AACC's fall-to-spring retention rate improved from 70% to 74% in FY2022.

The Higher Education Emergency Relief Fund (HEERF) was essential to AACC's efforts supporting continued access and success for students during the massive shift to online learning at a scale unprecedented in the College's history. From May 1, 2021 – June 30, 2022, nearly

\$9.2 million of HEERF federal emergency student aid was distributed to 12,799 AACC students who were at risk of dropping out due to pandemic-related factors.

The COVID-19 pandemic continued to significantly impact programming offered by the School of Continuing Education and Workforce Development. Some program areas were able to quickly pivot and provide an online option for students, while other areas were less able to respond in a rapid fashion. Prior to March 2020, the overwhelming majority of courses offered were delivered in a traditional face-to-face format. This included courses and programs offered through corporate training, seniors, licensure and certification, correctional education, Job Corps, culinary, English language learning and adult education areas.

### **Student Characteristics**

The College's commitment to equity and eradicating achievement gaps remains vital. As demonstrated in the accountability indicators, AACC serves an increasingly diverse student population. In fall 2021, 41.1% of the credit student body identified as nonwhite students compared to 37.9% in fall 2018 (Ind. 11a). Similar to Anne Arundel County, the greatest growth by percentage at AACC is among Hispanic/Latino students, who in fall 2020 were 9.3% of the credit student population (up from 8.2% in fall 2018 – Ind. H-a). Regarding credit students at AACC needing financial assistance, 46.9% received some form of loans, scholarships and/or need-based financial aid (Ind. E-a); 15.5% of credit students received Pell grants (Ind. E-b).

The majority of AACC's student population attends part-time, comprising 74.4% of enrolled credit students (Ind. A). In FY2021, 23.7% of credit students were first-generation college students (Ind. C). Credit students with developmental education needs at entry in fall 2021 was 32.7%, while higher than fall 2020, it is significantly lower than fall 2018 (61.0%) (Ind. B). This is due in large part to the College's full implementation of alternate measures for placement, a nationally recognized best practice. Regarding the age of credit students in fall 2021, 34.4% were 25 years of age or older (Ind. F-a). Of continuing education students, 82.6% were 25 years of age or older in FY2021 (Ind. F-b).

### **State 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 schools and other community partners. The College is committed to attracting and retaining a diverse array of students to its programs, eliminating barriers to success, and responding quickly to the needs of the community. AACC offers over 90 credit degree and 70 certificate programs, and extensive lifelong learning opportunities, including 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. The College has a close partnership with the Anne Arundel County Public Schools (AACPS) system. There are over 90 Program Pathways from AACPS into AACC associate degrees and certificates. These align with AACC's Fields of Interest to help students more quickly access the pathway that best fits their interests and goals. Program Pathways offer high school students the

opportunity to earn credit through dual enrollment as well as articulated and proficiency credit that helps transition completed high school programs of study into college degrees and certificate programs.

As a public, comprehensive, open admission institution committed to affordable education, the AACC Board of Trustees recognizes the significance of keeping tuition and fees for credit and continuing education programming affordable. The AACC Foundation raised over \$10 million from July 2017 – June 2021, in its first comprehensive campaign, including \$4.4 million for scholarships, \$4.3 million for the Clauson Center for Innovation and Skill Trades, and \$1.2 million for program support.

Indicators positively influencing access include:

- Annual enrollments in online credit courses increased from 23,856 in FY2020 to 66,912 in FY2021 (Ind. 6-a).
- Annual enrollments in continuing education online courses increased from 5,881 in FY2020 to 23,379 in FY2021 (Ind. 6-b).
- Between fall 2018 and fall 2021, the percent of nonwhite credit enrollment increased from 37.9% to 41.1% (Ind. 11-a).
- Percent of minorities that are full-time faculty increased from fall 2018 (19.2%) to fall 2021 (25.0%) (Ind. 12).
- The percent minorities (nonwhite) of full-time administrative and professional staff held steady at 15.1% in fall 2020 to 15.3% in fall 2021 (Ind.13).

The College continues to work on the following indicators:

- The total annual unduplicated headcount of credit students in FY2021 (17,509) decreased compared to FY2020 (18,424) (Ind 1-b).
- Decrease in annual unduplicated headcount of continuing education students from 18,184 in FY2020 to 9,431 in FY2021 (Ind. 1-c).
- Market share of first-time, fulltime freshmen decreased from 43.0% in fall 2020 to 40.2% in fall 2021 (Ind. 2).
- Market share of part-time undergraduates decreased from 68.9% in fall 2020 to 67.3% in fall 2021 (Ind. 3).
- Market share of recent, college-bound high school graduates decreased from 61.9% in fall 2019 to 58.9% in fall 2020 (Ind. 4).
- High school enrollment in credit courses decreased with 1,362 in fall 2021, compared to 1,468 in fall 2020 (Ind. 5).
- Tuition and Fees as a percent of tuition and fees at Maryland public four-year institutions has increased from 45.6% in FY2021 to 50% in FY2022 (Ind. 7b).
- Decrease in unduplicated annual headcount in continuing education community service and lifelong learning courses from 7,663 in FY2020 to 2,871 in FY2021 (Ind. 8-a).
- Decrease in annual course enrollments in continuing education community service and lifelong learning courses from 26,746 in FY2020 to 15,983 in FY2021 (Ind. 8-b).
- Decrease in unduplicated annual headcount in continuing education basic skills and literacy courses from 2,923 in FY2020 to 1,695 in FY2021 (Ind. 9-a).



- Decrease in annual course enrollments in continuing education basic skills and literacy courses from 5,376 in FY2020 to 3,650 in FY2021 (Ind. 9-b).

**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. Advisors are assigned to students by Field of Interest. Personal and career counselors are assigned to undecided students. Pathways seek to accelerate students to credit coursework, while focusing on their long-term academic passions.

As indicated above, AACC examines student success from the lens of DEIA. The College is committed to developing and supporting initiatives that serve students who have been historically marginalized in higher education.

Other Indicators Positively Influencing Success Include:

- Fall-to-Fall retention rate for Pell grant recipients remained the same at 55.7% for fall 2019 cohort and fall 2020 cohort (Ind. 14-b)
- Increase in the Fall-to-Fall retention rate for all developmental students from 41.8% for fall 2019 cohort to 49.2% for fall 2020 cohort (Ind. 14-c).
- Developmental completers after four years saw an increase from fall 2016 cohort (23.7%) to fall 2017 cohort (45.7%). (Ind. 15)
- Successful-persister rate after four years for White students held steady at 79.3% for fall 2016 cohort to 79.5% for fall 2017 cohort. (Ind. 17-a).
- Increase in successful-persister rate after four years for Asian students from 81.4% for fall 2016 cohort to 85.9% for fall 2017 cohort (Ind. 17-c)
- Increase in successful-persister rate after four years for Hispanic students from 67.9% for fall 2016 cohort to 73.8% for fall 2017 cohort (Ind. 17-d)
- The graduation-transfer rate after four years for all students in the fall 2017 cohort increased to 58.8% from the fall 2016 (57.8%) cohort (Ind. 18-d).
- Increase in number of total associate career degree and certificate awards from 2,440 in FY2020 to 2,548 in FY2021 (Ind. 20-a).
- Increase in number of associate career degree awards from 720 in FY2020 to 769 in FY2021 (Ind. 20-b).
- Increase in number of certificate awards from 691 in FY2020 to 756 in FY2021 (Ind. 20-d).

The College continues to work on the following indicators:

- Slight decrease in the Fall-to-Fall retention rate for all students from 57.3% for fall 2019 cohort to 55.2% for fall 2020 cohort (Ind. 14-a).
- Decrease in the Fall-to-Fall retention rate for college-ready students from 62.2% to 57.1% for fall 2020 cohort. (Ind. 14-d).

- Successful-persister rate after four years for developmental non-completers in the fall 2017 cohort (43.9%) decreased from the fall 2016 cohort (65.5%) (Ind. 16-c).
- Slight decrease in successful-persister rate after four years for Black/African-American students from 69.8% for fall 2016 cohort to 67.9% for fall 2017 cohort (Ind.17-b).
- The graduation-transfer rate after four years for college-ready students in the fall 2017 cohort decreased to 73.3% from the fall 2016 (74.1%) cohort (Ind. 18-a).
- The graduation-transfer rate after four years for developmental completers in the fall 2017 cohort decreased to 60.4% from the fall 2016 (77.0%) cohort (Ind. 18-b).
- The graduation-transfer rate after four years for developmental non-completers in the fall 2017 cohort decreased to 33.7% from the fall 2016 (38.4%) cohort (Ind. 18-c).
- Slight decrease in number of unduplicated graduate awards from 2,061 in FY2020 to 2,022 in FY2021 (Ind. 20-e).
- First-year GPA of 2.0 or above at transfer institution decreased from 91.0% in AY 2019-20 to 88.5% in AY 2020-21 (Ind. 21)

**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.” The College has redesigned its student experience in support of a pathway infrastructure. AACC continues to see promising results in its Model Course Initiative, with its targeted efforts to eradicate equity gaps in course outcomes for thousands of students each semester enrolled in entry-level gatekeeper courses.

AACC offers 10 credit academic programs in the health professions requiring external licensing and/or certification upon completion. Three programs had 100% pass rates in FY2021 (Practical Nursing, Medical Laboratory Technician, and Radiological Technology). Four programs had pass rates over 90%: EMT Paramedic (95.0%), Medical Assisting (91.0%), Physician Assistant (97.0%), and Therapeutic Massage (92.0%) (Ind. 23). Further, an AACC education contributes to a student’s social mobility. The median annualized income for career program graduates from one year prior to graduation to three years after graduation improved from \$48,816 for FY2017 graduates to \$52,700 for FY2018 graduates (Ind. 25).

The College continues to work on the following indicators:

- Graduates employed within one year decreased from 74.0% for FY2019 graduates to 72.0% for FY2020 graduates (Ind. 24).
- Enrollment in continuing education workforce development courses decreased on both unduplicated annual headcount and annual course enrollments. The unduplicated annual headcount decreased from 8,674 in FY2020 to 5,819 in FY2021 (Ind 26-a). For this same time period, annual course enrollments decreased from 20,666 to 12,724 (Ind. 26-b).
- Enrollment in continuing professional education leading to government or industry-required certification or licensure decreases both on unduplicated annual headcount and annual course enrollments. The unduplicated annual headcount decreased from 2,242 in FY2020 to 1,716 in FY2021 (Ind 27-a). For this same time period, annual course

enrollments decreased from 4,402 to 3,341 (Ind. 27-b).

- Unduplicated annual headcount in contract training courses decreased from 9,215 in FY 2020 to 3,046 in FY 2021. Annual course enrollments in contract training courses decreased from 22,019 in FY 2020 to 6,066 in FY 2021.

***MHEC Prompt Question:*** *Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

To support data-driven decision-making, the College implemented a data visualization platform, Tableau. Managed by the Office of Planning, Research, and Institutional Assessment, interactive dashboards were developed to provide analytical insights into the College's enrollment, retention, key performance indicators, and other data related to student success, opportunity gaps, and institutional operations.

AACC is committed to diversity, equity, inclusion, and antiracism (DEIA). As part of these commitments, the College systematically disaggregates student success data by student demographics, while using and communicating data as a tool to advance equity. Disaggregating data is important to reveal patterns that can be masked by overall data. Examining the data specifically as sub-populations can help the College assess specific programs, which leads to equity, continuous improvement, and inclusive excellence. For example, the Equity Gaps in Course Outcomes Dashboard demonstrates disaggregated data by student race/ethnicity, gender, and Pell status. The difference between the success rate by group and the average success rate is the equity gap.

Disaggregation of data has provided insight into AACC's opportunity gaps. Mirroring the national issue of African American male student success in higher education, AACC's data also suggested there is an opportunity gap for this group of students. To address the issue, an African American Male Success Team was formed to identify factors that may have a positive or negative impact on African American male students, and implement and assess initiatives to increase their success.

### **SECTION 3: COMMUNITY OUTREACH & IMPACT**

*Engagement Matters II* calls for a collaboration with community stakeholders to prepare students to address the needs of our local economy. In FY2022, AACC opened the new Health and Life Sciences Building. The building supports AACC's top-rated nursing program and other science programs to address the critical staffing shortage faced by Maryland hospitals.

Additionally, the Clauson Center for Innovation and Skilled Trades was AACC's first building funded solely through philanthropy. In January 2022, the building opened to students studying electrical work, forklift operations, HVAC, plumbing, welding, framing and finish carpentry, general contracting and more, helping to meet the community's growing demand of skilled trade workers.

Throughout the pandemic, the College has continued to serve as an Anne Arundel County Department of Health COVID-19 vaccination site.

In support of community partnerships and college readiness, AACC has strong partnerships with AACPS and over 20 program advisory boards that include representatives from business and industry. The AACC Foundation has business and community leaders on its board. AACC's Sarbanes Center for Public and Community Service provides leadership and support for community-based learning and scholarly outreach by collaborating with 175 community partners in order to enhance learning beyond the classroom, encourage civic participation, and contribute to the greater good. AACC is a distribution partner of the Maryland Food Bank, providing support to some of the most vulnerable in the community.

**ANNE ARUNDEL COMMUNITY COLLEGE**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		2160		761		640		759	
2	Number attempting fewer than 18 hours over first 2 years		537		135		44		358	
3	Cohort for analysis (Line 1 – Line 2)		1623 100.0%		626 100.0%		596 100.0%		401 100.0%	
4	Earned Associate degree from this community college		543 33.5%		279 44.6%		238 39.9%		26 6.5%	
5	Earned certificate, but no degree, from this community college		47 2.9%		22 3.5%		23 3.9%		2 0.5%	
6	Total associate and certificate graduates (Line 4 + Line 5)		590 36.4%		301 48.1%		261 43.8%		28 7.0%	
7	Transferred to Maryland two-year/technical college		53 3.3%		14 2.2%		15 2.5%		24 6.0%	
8	Transferred to Maryland public four-year college		549 33.8%		291 46.5%		190 31.9%		68 17.0%	
9	Transferred to Maryland private four-year college or university		13 0.8%		5 0.8%		6 1.0%		2 0.5%	
10	Transferred to out-of-state two-year/technical college		34 2.1%		12 1.9%		9 1.5%		13 3.2%	
11	Transferred to out-of-state four-year college or university		112 6.9%		57 9.1%		34 5.7%		21 5.2%	
12	Total transfers (sum of Lines 7 - 11)		761 46.9%		379 60.5%		254 42.6%		128 31.9%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		397 24.5%		221 35.3%		155 26.0%		21 5.2%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		954 58.8%		459 73.3%		360 60.4%		135 33.7%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		257 15.8%		83 13.3%		141 23.7%		33 8.2%	
16	Successful transition to higher ed (Line 14 + Line 15)		1211 74.6%		542 86.6%		501 84.1%		168 41.9%	
17	Enrolled at this community college last term of study period		39 2.4%		10 1.6%		21 3.5%		8 2.0%	
18	Successful or persisting (Line 16 + Line 17)		1250 77.0%		552 88.2%		522 87.6%		176 43.9%	

**ANNE ARUNDEL COMMUNITY COLLEGE**  
**Minority Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	348	94	215	1218
2 Number attempting fewer than 18 hours over first 2 years	127	16	55	263
3 Cohort for analysis (Line 1 – Line 2)	221 100.0%	78 100.0%	160 100.0%	955 100.0%
4 Earned Associate degree from this community college	36 16.3%	29 37.2%	52 32.5%	353 37.0%
5 Earned certificate, but no degree, from this community college	6 2.7%	2 2.6%	4 2.5%	26 2.7%
6 Total associate and certificate graduates (Line 4 + Line 5)	42 19.0%	31 39.7%	56 35.0%	379 39.7%
7 Transferred to Maryland two-year/technical college	16 7.2%	0 0.0%	7 4.4%	25 2.6%
8 Transferred to Maryland public four-year college	58 26.2%	35 44.9%	34 21.3%	363 38.0%
9 Transferred to Maryland private four-year college or university	2 0.9%	2 2.6%	3 1.9%	5 0.5%
10 Transferred to out-of-state two-year/technical college	8 3.6%	3 3.8%	3 1.9%	12 1.3%
11 Transferred to out-of-state four-year college or university	12 5.4%	2 2.6%	15 9.4%	71 7.4%
12 Total transfers (sum of Lines 7 - 11)	96 43.4%	42 53.8%	62 38.8%	476 49.8%
13 Graduated from this college and transferred (Line 6 □ Line 12)	27 12.2%	22 28.2%	34 21.3%	263 27.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	111 50.2%	51 65.4%	84 52.5%	592 62.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	33 14.9%	16 20.5%	28 17.5%	146 15.3%
16 Successful transition to higher ed (Line 14 + Line 15)	144 65.2%	67 85.9%	112 70.0%	738 77.3%
17 Enrolled at this community college last term of study period	6 2.7%	0 0.0%	6 3.8%	21 2.2%
18 Successful or persisting (Line 16 + Line 17)	150 67.9%	67 85.9%	118 73.8%	759 79.5%

## ANNE ARUNDEL COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	12,886	12,655	11,948	10,630
b. Percent of students enrolled part time	71.6%	71.5%	73.3%	74.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	61.0%	23.9%	25.0%	32.7%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	26.6%	26.6%	25.1%	23.7%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,913	1,974	1,817	1,042
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	30.5%	29.0%	30.8%	46.9%
b. Receiving Pell grants	18.3%	17.3%	17.3%	15.5%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	35.2%	33.4%	34.6%	34.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	79.9%	83.1%	82.6%	82.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	56.0%	55.6%	N/A	46.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	8.2%	9.3%	9.3%	10.0%
b. Black/African American only	16.8%	16.9%	17.1%	16.7%
c. American Indian or Alaskan native only	0.5%	0.3%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.2%	0.1%
e. Asian only	4.6%	4.5%	4.7%	4.8%
f. White only	57.0%	55.2%	54.5%	53.8%

**ANNE ARUNDEL COMMUNITY COLLEGE  
2022 ACCOUNTABILITY REPORT**

g. Multiple races	4.7%	5.1%	5.6%	5.7%
h. Foreign/Non-resident alien	1.6%	1.6%	1.3%	1.5%
i. Unknown/Unreported	6.6%	6.9%	7.1%	7.2%

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	19.1%	19.4%	92.6%	60.2%
b. Enrolled in some, but not all, distance education	25.1%	26.8%	3.2%	22.2%
c. Not enrolled in any distance education	55.9%	53.8%	4.2%	17.6%

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
J Unrestricted revenue by source				
a. Tuition and fees	34.0%	33.0%	32.0%	31.0%
b. State funding	27.0%	26.0%	26.0%	25.0%
c. Local funding	39.0%	40.0%	42.0%	43.0%
d. Other	1.0%	1.0%	1.0%	0.0%

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
K Expenditures by function				
a. Instruction	49.9%	48.8%	49.1%	49.3%
b. Academic support	15.8%	16.7%	16.0%	16.0%
c. Student services	9.7%	9.9%	10.0%	10.1%
d. Other	24.7%	24.6%	24.9%	24.6%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
1 Annual unduplicated headcount					
a. Total	39,695	40,391	35,362	26,007	36,871
b. Credit students	18,734	18,692	18,424	17,509	17,871
c. Continuing education students	22,409	23,074	18,184	9,431	19,000

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	43.9%	49.4%	43.0%	40.2%	55.0%

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	70.2%	71.0%	68.9%	67.3%	74.0%

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
4 Market share of recent, college-bound high school graduates	62.0%	58.3%	61.9%	58.9%	67.0%



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	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
5 High school student enrollment	1,125	1,373	1,468	1,362	2,055
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
6 Annual enrollment in online/hybrid courses					
a. Credit, online	20,153	22,314	23,856	66,912	40,500
b. Continuing education, online	3,581	2,807	5,881	23,379	2,800
c. Credit, hybrid	4,249	4,096	3,546	598	3,500
d. Continuing education, hybrid	555	723	542	1,158	1,100
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,160	\$4,280	\$4,400	\$4,910	NA
b. Percent of tuition/fees at mid public four-year institutions	44.0%	44.2%	45.6%	50.0%	<b>45.0%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	9,179	9,065	7,663	2,871	8,900
b. Annual course enrollments	34,025	36,388	26,746	15,983	38,300
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	3,248	3,361	2,923	1,695	3,100
b. Annual course enrollments	5,794	5,985	5,376	3,650	5,400
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	33.4%	27.1%	16.0%	16.1%	<b>30.0%</b>
b. At least one ESL educational functioning level	23.7%	28.6%	28.2%	26.3%	<b>30.0%</b>

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Note: Not reported if < 50 students in the cohort

11	Minority student enrollment compared to service area population	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
		37.9%	39.6%	40.5%	41.1%	42.0%
	a. Percent nonwhite credit enrollment					
		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
	b. Percent nonwhite continuing education enrollment	38.3%	37.6%	36.7%	43.9%	37.8%
		<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
	c. Percent nonwhite service area population, 15 or older	30.2%	31.0%	31.8%	32.5%	NA
		<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12	Percent minorities (nonwhite) of full-time faculty	19.2%	21.2%	23.2%	25.0%	26.0%
		<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13	Percent minorities (nonwhite) of full-time administrative and professional staff	17.7%	16.1%	15.1%	15.3%	20.0%

### Goal 2: Success

14	Fall-to-fall retention	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
		61.4%	62.3%	57.3%	55.2%	62.0%
	a. All students	58.0%	59.7%	55.7%	55.7%	62.0%
	b. Pell grant recipients	57.8%	57.4%	41.8%	49.2%	61.0%
	c. Developmental students	67.8%	70.6%	62.2%	57.1%	70.0%
	d. College-ready students					
		<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15	Developmental completers after four years	43.6%	36.1%	23.7%	45.7%	50.0%
		<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>

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16	Successful-persister rate after four years					
	a. College-ready students	86.0%	89.7%	89.3%	88.2%	87.0%
	b. Developmental completers	87.2%	86.0%	83.7%	87.6%	85.0%
	c. Developmental non-completers	43.2%	56.0%	65.5%	43.9%	NA
	d. All students in cohort	74.6%	75.8%	76.8%	77.0%	76.0%
		<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17	Successful-persister rate after four years					
	a. White only	76.2%	79.0%	79.3%	79.5%	NA
	b. Black/African American only	64.3%	60.2%	69.8%	67.9%	NA
	c. Asian only	84.8%	91.3%	81.4%	85.9%	NA
	d. Hispanic/Latino	67.7%	74.4%	67.9%	73.8%	NA
	Note: Not reported if < 50 students in the cohort for analysis					
		<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18	Graduation-transfer rate after four years					
	a. College-ready students	68.5%	73.5%	74.1%	73.3%	74.0%
	b. Developmental completers	60.5%	63.9%	77.0%	60.4%	69.0%
	c. Developmental non-completers	26.5%	34.7%	38.4%	33.7%	NA
	d. All students in cohort	53.5%	55.6%	57.8%	58.8%	60.0%
		<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19	Graduation-transfer rate after four years					
	a. White only	54.8%	58.5%	59.2%	62.0%	NA
	b. Black/African American only	46.7%	43.7%	53.3%	50.2%	NA
	c. Asian only	66.7%	72.5%	61.0%	65.4%	NA
	d. Hispanic/Latino	45.1%	54.1%	48.6%	52.5%	NA
	Note: Not reported if < 50 students in the cohort for analysis					
		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20	Associate degrees and credit certificates awarded					
	a. Total awards	2,247	2,451	2,440	2,548	NA
	b. Career degrees	653	696	720	769	NA
	c. Transfer degrees	969	1,089	1,029	1,023	NA
	d. Certificates	625	666	691	756	NA
	e. Unduplicated graduates	1,967	2,215	2,061	2,022	NA
		<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>

**ANNE ARUNDEL COMMUNITY COLLEGE  
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21	First-year GPA of 2.0 or above at transfer institution	86.0%	86.1%	91.0%	88.5%	<b>no benchmark set</b>
		<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22	Graduate transfers within one year	56.1%	55.8%	55.7%	48.6%	58.0%

**Goal 3: Innovation**

		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. EMT-Basic	76.0%	79.0%	95.0%	87.0%	85%
	Number of Candidates	46	63	38	65	
	b. EMT-Paramedic	100.0%	94.0%	95.5%	95.0%	95%
	Number of Candidates	29	15	21	18	
	c. Practical Nursing	100.0%	100.0%	94.7%	100.0%	98%
	Number of Candidates	9	23	18	20	
	d. Medical Assisting - Certificate	100.0%	100.0%	94.0%	91.0%	98%
	Number of Candidates	22	23	17	10	
	e. Medical Laboratory Technician	90.0%	100.0%	100.0%	100.0%	97%
	Number of Candidates	10	26	9	9	
	f. Nursing-RN	97.0%	97.6%	96.0%	88.0%	98%
	Number of Candidates	102	123	121	118	
	g. Physical Therapy Assistant	100.0%	100.0%	80.0%	80.0%	95%
	Number of Candidates	21	21	16	16	
	h. Physician Assistant	96.0%	97.0%	100.0%	97.0%	98%
	Number of Candidates	48	29	37	38	
	i. Radiological Technology	100.0%	100.0%	100.0%	100.0%	100%
	Number of Candidates	17	10	6	13	
	j. Therapeutic Massage	89.0%	96.0%	100.0%	92.0%	97%
	Number of Candidates	18	24	6	23	
	k. Surgical Technology	89.0%	100.0%	89.0%	62.0%	90%
	Number of Candidates	9	10	8	8	

Note: Not reported if <5 candidates in a year

		<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24	Graduates employed within one year	74.0%	76.0%	74.0%	72.0%	NA
		<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>

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25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	\$19,080	\$19,776	\$21,452	\$20,744	NA
	b. Median annualized income three years after graduation	\$43,936	\$43,936	\$48,816	\$52,700	NA
						<b>Benchmark</b>
		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2025</b>
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	11,720	12,715	8,674	5,819	10,000
	b. Annual course enrollments	26,555	25,299	20,666	12,724	20,000
						<b>Benchmark</b>
		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2025</b>
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,029	3,019	2,242	1,716	2,700
	b. Annual course enrollments	6,136	5,309	4,402	3,431	5,000
						<b>Benchmark</b>
		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2025</b>
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	11,289	11,928	9,215	3,046	10,000
	b. Annual course enrollments	25,694	25,316	22,019	6,066	20,000

Note: NA designates not applicable

\* designates data not available

# BALTIMORE CITY COMMUNITY COLLEGE 2022 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.**

Largely due to the ongoing impact of the COVID-19 pandemic, Baltimore City Community College's (BCCC) annual unduplicated credit headcount decreased by to 6,358 in FY 2021 (Indicator 1b). In fall 2020, 15 of the 16 Maryland community colleges' credit enrollment decreased; this decline continued in fall 2021 with a 10% decrease in fall 2021 enrollment across the 16 community colleges. This continued decline is reflected in the College's fall 2021 headcount (Characteristic A) and market shares of first-time, full-time freshmen (Indicator 2) and recent, college-bound high school graduates (Indicator 4). While total fall credit enrollment declined, the percentage of part-time students increased by 8.4 percentage points (Indicator 3) and the market share of part-time students increased by 1.3 percentage points to 35.0% in fall 2021, representing an increase of 120 students (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.2% of credit students are 25 years of age or older and 46.1% are employed at least 20 hours per week (Characteristics F and G). In response to the pandemic, the College introduced more sessions within the fall and spring semesters that have continued; the 16-week, 14-week, 12-week, 10-week, and two eight-week accelerated sessions are now standard. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic (Characteristic I). When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections. The College expanded its course offerings in the winter 2021 and 2022 session which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021 and 289 in winter 2022. With input from the Baltimore City Public Schools System (BCPSS), BCCC introduced its new American Sign Language course with two sections in spring 2022 with a total enrollment of 29 students. The transition to a remote learning environment occurred in spring 2020 and was in place for the entirety of FY 2021, as reflected in the enrollments in credit and continuing education online courses in FY 2021 and in the lack of hybrid section enrollments (Indicator 6).

The number of Baltimore City Public School System (BCPSS) graduates declined from 2018 to 2019, remained stable in 2020, and decreased in by over 300 students in 2021. The College's market share of recent, college-bound high school graduates decreased to 20.7% in fall 2020, but remained well above the fall 2016 and fall 2017 market shares. This market share largely reflects the continuation of the Mayor's Scholars Program (MSP), a partnership between BCCC,

Baltimore City Mayor's Office, and BCPSS that launched in summer 2018 (Indicator 4). Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an Associate Degree, Certificate, or workforce training program in three years with tuition and fees covered. After two virtual summer bridge sessions, summer 2022 saw nearly 200 MSP participants on campus. BCCC has strengthened its relationship with BCPSS and has met monthly throughout the pandemic to collaborate in support of students throughout the pandemic for the Mayor's Scholars Program and the dual enrollment opportunities. The number of dual enrolled high school students continued to increase in fall 2021 reaching 481, despite the decline in overall fall enrollment (Indicator 5). In partnership with BCPSS, the College's Pathways in Technology Early College High School (P-TECH) Program continues at Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy. Participants have a choice of nine degree programs in the healthcare, information technology, and transportation distribution pathways. P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and first-in-line consideration for job openings with P-TECH business partners.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; and 42.4% reported that working full-time would likely be the cause. In addition, 68.2% reported that they provide care for dependents living with them. The College's mission reflects BCCC's is commitment 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, at 33.7% in FY 2022 (Indicator 7). The elimination of the application fee and the flat rate tuition and fee schedule for students enrolled in 12 to 18 credits remains in place. Easing students' financial burdens is the primary reason BCCC continues to expand its use of OERs. Students received textbooks at no cost in summer 2020, 2021, and 2022 sessions and textbooks were shipped at no charge to the students in fall 2020, spring 2021, and fall 2021, and spring 2022.

BCCC's unduplicated headcount in continuing education decreased to 2,685 in FY 2021 (Indicator 1c.) largely due to the effects of the pandemic, but increased to 3,126 in FY 2022. The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased sharply in FY 2020 with slight increases in FY 2021 (Indicator 8). In the years prior to the pandemic, community service offerings were primarily focused on senior citizens. With COVID-19 restrictions, engagement with senior centers was quite limited and continued to be a concern in FY 2022. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2021 to 1,707 and 3,244, respectively (Indicator 9). As in-person classes resumed on campus and in the community in FY 2022, enrollment in these courses has increased substantially to an annual unduplicated headcount of 2,258 and course enrollments of 4, 179.

The proportion of ABE students achieving at least one educational functional level declined increased to 23.4% and stayed relatively stable for ESL students at 24.5%. In FY 2022, 43% of

596 ABE/GED students with 12 or more hours were eligible for post-testing. For the 260 that post-tested, 55.8% received an educational functioning level. This improvement is a result of the change implemented in FY 2022 to increase the number of instructional hours from 40 to 50 in order to sit for the post-test for ABE and ESL. In FY 2023, the directors of ABE and ESL further increased the number of hours required to up to 55 hours depending on the targeted functional level. With the increase in hours, ABE instructors can devote six hours to the specific subjects rather than dividing all of the time among all GED exam subject areas. Hiring criteria for ABE instructors has become more stringent in terms of content-specific expertise. The ABE/GED program offers the GED Ready Exam for Advanced I and II (completion at least 55 hours of instruction) to students based on their attendance, academic performance, and distance learning hours. This exam serves provides an indicator of readiness for the GED exam. ABE and ESL instructors participated in professional development sessions on Effectively Applying Technology in the classroom and College & Career Readiness (CCRs) standards. The grants with the Maryland Office for Refugees and Asylees continued, which are designed to increase enrollment and services for students enrolled in English Language and Citizenship classes. Increasing digital literacy remains a priority for both populations.

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 94.5% of fall 2021 credit students and 90.0% of FY 2021 continuing education students were minorities compared to 70.5% of the City's population age 15 or over (Indicator 11). In fall 2021, 75.3% of full-time faculty and 73.5% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office continues to leverage a variety of methods to attract diverse and highly qualified candidates. Open positions are routinely posted on the BCCC website, InsideHigherEd.com, Indeed.com, HigherEdJobs.com, LinkedIn, AcademicCareers.com, DiversityJobs.com, Higher Education Recruitment Consortium, MarylandDiversity.com, Chronicle Vitae, Glassdoor.com, The Chronicle of Higher Education, and African Americans in Higher Education. Open positions requiring specialized skills may solicit a more focused recruiting approach with niche websites including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Idealist Careers, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, International Facility Management Association, and National Association of College and University Business Officers. Post pandemic, the HR Office has begun participating in in-person job fairs and will continue to pursue a hybrid approach to attract, source, and identify high quality candidates.

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

BCCC's fall-to-fall retention rate for all first-time students increased to 39.3%. All three sub-cohorts retention rates increased, too, with the Pell grant recipient cohort showing the largest increase to 55.4% (Indicator 14). The four-year developmental completer rate declined slightly for the fall 2017 cohort to 34.9%, but remained 6 percentage points higher than for the fall 2014 cohort (Indicator 15). In FY 2021, BCCC formalized its use of multiple measures (to a greater extent) to assess and place students into developmental or college-level English/reading and math coursework and changed its academic standing policy to add an additional level of "probation" to allow students extra time to return to good academic standing after being placed



on “warning.” The College introduced MAT 112, Mathematics for the Liberal Arts, in summer 2022. Math 112 is a general education option and had a summer pass rate of 75.0%.

While the proportion of credit students receiving Pell grants in FY 2021 decreased to 33.3%, the proportion of credit students receiving any financial assistance increased to 57.0% largely due to the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund funding (Characteristic E). The fall-to-fall retention rate for the 2019 cohort of Pell grant recipients increased by 20.4 percentage points (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office is committed to supporting students through the process. As part of the new Enterprise Resource Planning (ERP) system, the Banner Financial Aid module facilitates the Financial Aid Office’s processes and services and provides students with easier access to current information about their financial awards and disbursements. The streamlined process allows the Financial Aid staff to spend more time serving the students.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Characteristic K). The percentage of expenditures spent for instruction increased slightly. The percentages for academic support and student services decreased in FY 2021 primarily due to reduced costs related to a remote learning environment. The percentage spent on “Other” increased partially due to the implementation of the ERP system. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to its students.

The Student Support and Wellness Services Center (SSWSC) provided extra support throughout the remote learning period and offered virtual workshops on meditation, social anxiety, yoga, social media, trauma, sleep management, and boosting your mood along with the annual Mental Health Awareness Month campaign. Classroom presentations in PRE 100 (Preparation for Academic Achievement) focused on connecting positive mental health to academic success. SSWSC supported MSP programming with presentations on test anxiety, tips for your first semester, procrastination, and social media. External groups facilitated presentations on intimate partner violence and maintaining healthy relationships and boundaries along with providing testing for sexually transmitted diseases. SSWSC offers individual and group sessions with its licensed social workers. To provide supplemental food items to students who may be facing food insecurity, the College created the Panther Food Pantry at the Liberty Campus.

BCCC’s overall successful-persister rate for all students in the fall 2017 cohort increased slightly to 62.2% and the rate for African American students increased to 62.3%. The developmental completers’ successful-persister rate fell slightly to 75.1%, but remained far above that of the developmental non-completers (Indicators 16 and 17). Increases in the developmental completion rate impact nearly all other outcome measures. The need for remediation has decreased but increasing the completion of developmental coursework remains a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, offer creative scheduling options, increase financial aid literacy and access, and increase staff training. Student success remains BCCC’s number one strategic goal.

The College's federally funded TRIO Student Support Services (SSS) Program is designed to empower 230 students who are first-generation, low-income, or have a disability to reach their full potential in college and beyond. SSS aims to increase the retention, graduation, and transfer rates of eligible students in need of academic support. The FY 2021 Annual Performance Report reflected that SSS made substantial progress toward enrollment goals and exceeded objectives for persistence (63%), good academic standing (77%), degree attainment (42%), and transfer (23%). Services offered to all participants include academic advising, coaching, transfer assistance, advocacy, monitoring of students' academic progress, workshops, and referrals to College resources. The Understanding Money and Credit workshop provided an overview of personal financial management and building good credit habits. "Ace Your Test Without Worry", a virtual workshop, covered test anxiety and strategies for success, and strategies to reduce stress. Students participated in a live virtual tour of the U.S. Capitol Building including the Crypt, Rotunda, National Statuary Hall, Old Supreme Court Chamber, and Old Senate Chamber that addressed the Capital's history, architecture and relevant events. The monthly Empowerment Hour provided a platform for discussion relevant to experiences inside and outside the classroom. A strength-based approach highlighted success in overcoming challenges. SSS collaborates with BCCC campus partners to provide services to support academic success and completion. SSS received \$13,500 for book award scholarships for 42 qualifying applicants and established a Laptop Loan Program to assist a limited number of students. The annual Recognition Day acknowledged the participants' accomplishments with the theme "A Celebration of Success." Academic excellence awards were presented to 51 participants with GPAs of 3.00 or better. The "Overcomer" award was presented to four participants who excelled in adversity and the "Shining Star" award was presented to four participants whose attitude and commitment to academic excellence inspired others. The recipients of Associate degrees, certificates, and participants transferring to four-year institutions were recognized and celebrated.

The total number of degrees and certificates increased in FY 2021 to 581 and the number of graduates increased to 521 (Indicator 20). After a sharp increase in AY 2020-21, the performance of BCCC transfer students at senior institutions decreased slightly in AY 2020-21 as the percentage of students with a cumulative GPA of 2.0 or above after the first year fell from 87.8% to 84.6% (Indicator 21). To support transfer opportunities and success, the Physical Therapy Assistant program is developing an articulation agreement with Frostburg State University's (FSU) Athletic Training program to allow for a seamless transition from the College's Associate of Applied Science to FSU's Bachelor of Science.

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

In spring 2020, students in their final semester of Nursing and Health Professions (NHP) programs were not able to complete all of their clinical and lab instruction; this led to declines in the number of graduates eligible to take the respective licensing exams. The ongoing pandemic-related challenges continued to effect the licensure exams in FY 2021, particularly for the Dental Hygiene program, as no students were able to sit for the Board exam. Program faculty and staff remain committed to ensuring students receive the clinical experiences needed to demonstrate competency in the established learning objectives. The team created individualized education plans to ensure students' progression through the curriculum. In AY 2022-23, Visible Body

software, a 3D augmented reality anatomy platform, will be integrated into the curriculum. Licensure examination passing rates remained high for Physical Therapy Assistant graduates at 88.9% (all but one graduate passed) and for Respiratory Care graduates who achieved a 100% for the second consecutive year. The Nursing (RN) pass rate increased by 4.6 percentage points to 81.7% and the Licensed Practical Nursing graduates' rate fell to 73.3% (Indicator 23). In AY 2022-23, the Nursing team will evaluate the current curriculum and best practices to prepare students for the new "Next-Generation" NCLEX licensing examination, expected to launch in spring 2023. In AY 2021-22, SSWSC created a support group specifically for the NHP students.

The proportion of graduates employed within one of year of graduation decreased slightly to 77.7% for the FY 2020 graduates, which was around the peak of the pandemic-related unemployment (Indicator 24). With a focus on creating pathways to employment, 14 Biotechnology students successfully completed two-month research internships in AY 2021-22 at Towson University, University of Maryland, Baltimore, Delaware State University, and Biotech Research Laboratories. The median annualized income of career program graduates three years after graduation declined to \$39,536 for the FY 2018 graduates whose employment activity was impacted by the pandemic-related layoffs and reductions in hours. The annual unduplicated headcount in continuing education workforce development courses fell by 102 students, while the course enrollment increased to 2,164 in FY 2021 (Indicator 26). The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure remained stable while the annual course enrollments increased to 1,254, which reflects an increase in the number of students completing the required sequence of courses and attained the licensure or certification (Indicator 27). The unduplicated headcount and annual course enrollments in contract training fell due to the decline in the number of partnerships, primarily due to the pandemic (Indicator 28). In spring 2022, new contract training program cohorts were initiated with the Baltimore Association for Community Health and Goodwill Industries for Patient Care Technician and/or Certified Nursing Assistant.

## **Institutional Response**

### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017 – 2021 State Plan for Postsecondary Education?**

In light of the pandemic-driven shift to a remote learning environment and the characteristics of BCCC's service population, the College's greatest focus needed to be on access (Goal 1) and innovation (Goal 3) to ensure students had the necessary technology, information, and support to be successful (Goal 2) as they pursued their educational goals virtually. To support remote instruction, services, and conferencing, laptops were provided to students, faculty, and staff along with microphones, headsets, and web cameras. BCCC collaborated with various providers to offer no- or low-cost Internet access. These technology solutions remain in place as the pandemic's impact continues. The Virtual Help Desk was created as a single resource to access most student services support and the E-Learning Help Desk provides Canvas assistance to students and faculty. The hours of the Information Technology Services Help Desk hours were extended to 7:00 PM on weekdays and 8:00 AM to 5:00 PM on Saturdays. Website resources expanded to include COVID-19 updates and resources, quick start guides, FAQs, and how-to

videos using the new Banner ERP system and other technology resources. The legacy system was limited in access and functions that could be performed off-campus. The new ERP has greater access from off-campus locations and is more mobile device friendly. Students can view their eligibility for financial aid before finalizing their registration, which was not possible before, and have a consolidated view of their profile, registration, grades, and payment portal with account activity. There have been training sessions for faculty and staff to support areas critical to student success including registration, admissions, advising, testing, financial aid, and student accounting.

The remote learning environment included student life activities. In fall 2021, the Office of Student Life and Engagement (OSLE) held 53 virtual events with over 700 virtual “seats” filled. The Omicron virus delayed the in-person return to campus in spring 2022; therefore, activities such as Welcome Week shifted to virtual platforms. With 118 participants, events included bingo, art night, “meet and greets”, suicide prevention speakers, LatinX Club activities, and BCCC 101, a virtual new student orientation focused on technology and student support and involvement. For all but one event, 100% of the respondents to a satisfaction survey reported that they would recommend participating in BCCC’s student activities to friends or family.

With the reopening of the physical campus, the College remains focused on ensuring the health and safety of students, staff, and visitors. BCCC installed plexiglass at all public transaction counters, MERV 13 air filters in the air handlers, additional HEPA air purifiers in the hallways along with temperature and sanitizer stations at entrances. The new student center is open at the Liberty Campus and plans for a new learning commons area and Wellness Center are underway.

**Has your institution used disaggregated data to identify equity issues in students’ educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution’s educational equities and inequities? If not, what data has been used to understand student outcomes?**

Equitable access to technology, information, and support throughout the remote learning period was a priority. In spring 2021, items regarding access to technology and other resources, and satisfaction with remote learning platforms and Canvas were added to the program review and evaluation surveys. A communications survey was conducted in spring 2022 focused on how students obtain and prefer to receive information about activities, events, registration dates, financial aid, advising and other important announcements. In response to how they obtain information, 61.8% selected the Canvas Landing/Home Page and 60.0% selected their BCCC email. In response to how they prefer to receive information, 70.9% selected their BCCC email, 58.2% selected the Canvas Landing/Home Page, and 43.6% selected their personal email. College units are making greater use of these methods for communications.

More detailed grade distribution data is a focus for better understanding selected student outcomes. Course pass rates by various course section characteristics assist in informing academic planning decisions related to session length and instructional modality, particularly with respect to synchronous and asynchronous options.

## **COMMUNITY OUTREACH AND IMPACT**

BCCC's 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.

### **COVID-19 Community Support**

The COVID-19 pandemic continued to create challenges for the College community to which BCCC served as a partner with many City and State stakeholders to support its neighbors. BCCC's Liberty Campus resides in Baltimore City in zip code 21215. Throughout the pandemic, the City remained one of the top five Maryland jurisdictions in terms of reported cases of COVID-19 and 21215 remained one of the highest zip codes in the State; the City remained among the lowest in terms of vaccinations.

In partnership with CVS, the College served as a host site for community COVID-19 testing for the majority of the pandemic. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations for an extended period with support from the College's Public Safety department. The summer 2022 food program, hosted at the Harbor location, provided 200 meals a day to students and community members; BCCC donated the leftover meals to local churches and shelters.

### **Partnerships and Outreach: Baltimore City Public School System and Community Organizations**

BCCC's Upward Bound Math and Science (UBMS) program has continued its five-decades-long partnership with BCPSS. In summer 2022, BCCC was again awarded a five-year grant from the United States Department of Education. In AY 2021-22, UBMS provided supplemental instruction and tutoring to students from various BCPSS high schools; twice monthly Saturday sessions with instruction in math, English, and computer science; and career and college awareness sessions in addition to social emotional learning activities. Online instruction was provided via Canvas, BCCC's learning management system. The UBMS intern from the University of Maryland's School of Social Work initiated a restart of the UBMS parent advisory council.

BCCC's English Language Services (ELS) department, in partnership with the Baltimore City Public School System, continues its Refugee Youth Project (RYP) afterschool programming at Moravia Park Elementary School and Patterson High School. In collaboration with Loyola University, ELS provided holiday gifts for all RYP students at Moravia Park Elementary School before the school's winter break. ABE course offerings will return to correctional institutions in fall 2022 along with the Housing Authority, Clay Posts and the Pride. WDCE is committed to ensuring that social distancing and other COVID-19 protocols are maintained at the off-site locations. In summer 2022, English as a Second Language courses returned to having a strong community presence. In spring 2022, 50 workforce development students completed clinical externships with BCCC's partners including Kennedy Krieger Institute (KKI), Future Care,

Assisted Hands, Johns Hopkins Hospital, and University Maryland Medical Center. Four Community Health Worker students who completed their clinical experiences with KKI received offers for permanent positions due to their performance in their clinical training. WDCE continued its partnership with the Center for Urban Families for the Certified Nursing Assistant and Community Health Worker programs.

In spring 2022, the Career Services Office participated in the 2022 Mayor's Senior Recruitment & Postsecondary Fair. In support of the Mayor's Scholars Program and workforce training options, the Office visited several BCPSS high schools including Patterson High School, Renaissance High School, Career Academy, August Fells Savage High Schools, Benjamin Franklin High School, Excel Academy High School, and Independence High School. In partnership with BCPSS, WDCE offered Venipuncture/Phlebotomy and Certified Nursing Assistant programs at Frederick Douglass High School and Renaissance Academy.

### **Participation in Community Events**

The Student Support and Wellness Services Center (SSWSC) staff participated in the legislative advocacy day supporting the National Alliance on Mental Illness; presented at the Healing City Summit on "Using Adventure-Based Techniques to Build Self-Awareness"; and presented mental health and tabling information at the Latina Legacy Conference. Staff from the International Student Services Office participated in the first annual "Maryland International Education Day" virtually hosted by the Maryland Higher Education Commission in spring 2022.

Biotechnology program faculty presented at the 2022 Maryland Collegiate STEM Conference designed to advance and promote the professional development of students, faculty, and staff in STEM related fields. The theme was "STEM Innovations: Building a Stronger Future Together" and BCCC's faculty presentations included "Bridging the Gap – Degree to Job" and "Internship-Gateway to a Successful Transfer and Career". BCCC's student presentation was "The MMS Era of Tracking EMIC Waves in Outer Magnetosphere: When, Where, and Why".

Students and faculty from the Arts & Sciences Theatre program participated in the National Association of Dramatic and Speech Arts hosted by Coppin State University. One of the students won the Excellence Award in the Persuasive Speaking category. A BCCC faculty member served as a judge for the Reader's Theatre competition and was elected to a position on the Association's 2022-23 Executive Board. Members of the LatinX Uni2 Student Club attended online presentations on the Highlandtown Immigration and Food Project that included panelists and presenters from the Neighborhood Programs of Southeast Community Development Corporation, Cocina Luchadoras, Creative Alliance, and UMBC's Baltimore Field School program.

### **Community Events Hosted by BCCC**

BCCC's Liberty Campus served as host to 400 youth, volunteers, and presenters for the Mayor's Youth Summit 2022, Getting to the Bag: Pathways to Business, Entrepreneurship and Career Development in Baltimore with interactive breakout sessions, panel discussions, professional development activities, and tables with information provided by College Admissions and WDCE

staff. The College continued to serve as a host site for the League of Women Voters of Baltimore City to provide information about civic engagement and register to vote. Maryland Senator and Baltimore City District 43 Representative conducted a virtual Constitution Day presentation for the BCCC community.

Through the Student Life and Engagement Office (SLEO), the STAR TRACK Mobile Testing Unit provided free Sex Positive Education, Queer Health Education, and STI and HIV Testing at the Liberty Campus. The JACQUES Initiative provided free Sex Positive Health Education and private HIV testing in the Student Life and Engagement Suite. The Student Government Association organized a community service project for students: Perring Loch Covenant Tot Lot Clean Up. Students had the opportunity to participate virtually in the National HIV/AIDS and Aging Awareness initiative.

The College hosted the Virtual Visiting Artist Lecture Series, which brought Baltimore natives' together to share their work and discuss their artistic journeys. The CollegeBound Foundation held their March 2022 Professional Development Day at the Liberty Campus where BCCC presented information on the Mayor's Scholars Program, academic programs, and workforce training opportunities.

SSWSC collaborated with various community groups including the Greater Baltimore Region Integrated Crisis System (GBRICS), Sisters Together and Reaching, and College Town to bring various resources to students and staff. BCCC hosted a roundtable discussion with GBRICS where students could share their mental health crisis experiences, provide feedback, and answer questions to assist GBRICS as they further develop their system and services.

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		666		70		208		388	
2	Number attempting fewer than 18 hours over first 2 years		306		41		27		238	
3	Cohort for analysis (Line 1 – Line 2)		360 100.0%		29 100.0%		181 100.0%		150 100.0%	
4	Earned Associate degree from this community college		61 16.9%		10 34.5%		49 27.1%		2 1.3%	
5	Earned certificate, but no degree, from this community college		12 3.3%		0 0.0%		5 2.8%		7 4.7%	
6	Total associate and certificate graduates (Line 4 + Line 5)		73 20.3%		10 34.5%		54 29.8%		9 6.0%	
7	Transferred to Maryland two-year/technical college		47 13.1%		1 3.4%		22 12.2%		24 16.0%	
8	Transferred to Maryland public four-year college		44 12.2%		5 17.2%		36 19.9%		3 2.0%	
9	Transferred to Maryland private four-year college or university		7 1.9%		0 0.0%		5 2.8%		2 1.3%	
10	Transferred to out-of-state two-year/technical college		7 1.9%		1 3.4%		3 1.7%		3 2.0%	
11	Transferred to out-of-state four-year college or university		17 4.7%		1 3.4%		10 5.5%		6 4.0%	
12	Total transfers (sum of Lines 7 - 11)		122 33.9%		8 27.6%		76 42.0%		38 25.3%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		39 10.8%		6 20.7%		31 17.1%		2 1.3%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		156 43.3%		12 41.4%		99 54.7%		45 30.0%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		52 14.4%		7 24.1%		33 18.2%		12 8.0%	
16	Successful transition to higher ed (Line 14 + Line 15)		208 57.8%		19 65.5%		132 72.9%		57 38.0%	
17	Enrolled at this community college last term of study period		16 4.4%		0 0.0%		4 2.2%		12 8.0%	
18	Successful or persisting (Line 16 + Line 17)		224 62.2%		19 65.5%		136 75.1%		69 46.0%	



	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	555	25	24	27
2 Number attempting fewer than 18 hours over first 2 years	245	11	14	13
3 Cohort for analysis (Line 1 – Line 2)	310 100.0%	14 100.0%	10 100.0%	14 100.0%
4 Earned Associate degree from this community college	50 16.1%	1 7.1%	3 30.0%	3 21.4%
5 Earned certificate, but no degree, from this community college	11 3.5%	0 0.0%	0 0.0%	0 0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	61 19.7%	1 7.1%	3 30.0%	3 21.4%
7 Transferred to Maryland two-year/technical college	47 15.2%	2 14.3%	1 10.0%	1 7.1%
8 Transferred to Maryland public four-year college	37 11.9%	2 14.3%	2 20.0%	3 21.4%
9 Transferred to Maryland private four-year college or university	5 1.6%	1 7.1%	1 10.0%	2 14.3%
10 Transferred to out-of-state two-year/technical college	6 1.9%	0 0.0%	0 0.0%	1 7.1%
11 Transferred to out-of-state four-year college or university	11 3.5%	1 7.1%	1 10.0%	2 14.3%
12 Total transfers (sum of Lines 7 - 11)	106 34.2%	6 42.9%	5 50.0%	9 64.3%
13 Graduated from this college and transferred (Line 6 □ Line 12)	32 10.3%	4 28.6%	1 10.0%	3 21.4%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	135 43.5%	3 21.4%	7 70.0%	9 64.3%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	45 14.5%	3 21.4%	0 0.0%	2 14.3%
16 Successful transition to higher ed (Line 14 + Line 15)	180 58.1%	6 42.9%	7 70.0%	11 78.6%
17 Enrolled at this community college last term of study period	13 4.2%	1 7.1%	1 10.0%	1 7.1%
18 Successful or persisting (Line 16 + Line 17)	193 62.3%	7 50.0%	8 80.0%	12 85.7%

**BALTIMORE CITY COMMUNITY COLLEGE  
2022 ACCOUNTABILITY REPORT**

**Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	4,523	4,909	4,181	3,864
b. Percent of students enrolled part time	65.8%	67.8%	71.8%	79.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	90.7%	90.2%	47.0%	55.2%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2022*</b>
C Credit students who are first-generation college students (neither parent attended college)	48.4%	CCSSE Not Admin	35.9%	59.7%
* CCSSE is administered every two years.				
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,129	2,543	1,547	872
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	47.4%	47.8%	49.7%	57.0%
b. Receiving Pell grants	38.3%	38.5%	37.2%	33.3%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	52.3%	50.6%	52.5%	52.2%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	76.7%	78.9%	75.8%	72.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2022*</b>
G Credit students employed more than 20 hours per week	44.1%	CCSSE Not Admin	44.4%	46.1%
* CCSSE is administered every two years.				
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.4%	3.4%	3.7%	2.8%
b. Black/African American only	69.1%	75.8%	76.5%	76.0%
c. American Indian or Alaskan native only	0.2%	0.1%	0.05%	0.26%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.02%	0.05%
e. Asian only	1.1%	1.6%	2.0%	1.5%
f. White only	4.9%	5.9%	6.6%	5.4%
g. Multiple races	1.7%	2.0%	2.1%	2.8%
h. Foreign/Non-resident alien	18.7%	9.3%	7.4%	8.1%
i. Unknown/Unreported	1.9%	1.8%	1.6%	3.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	10.3%	10.5%	100.0%	99.2%
b. Enrolled in some, but not all, distance education	28.7%	29.3%	0.0%	0.7%
c. Not enrolled in any distance education	61.0%	60.2%	0.0%	0.1%

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J Unrestricted revenue by source</b>				
a. Tuition and fees	21.4%	22.4%	23.1%	23.2%
b. State funding	71.9%	71.3%	71.3%	71.1%
c. Local funding	1.1%	0.7%	1.0%	1.1%
d. Other	5.6%	5.6%	4.6%	4.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K Expenditures by function</b>				
a. Instruction	37.5%	35.8%	41.6%	41.9%
b. Academic support	12.7%	12.3%	13.4%	10.5%
c. Student services	10.8%	9.7%	10.0%	9.9%
d. Other	39.0%	42.2%	35.0%	37.6%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1 Annual unduplicated headcount</b>					
a. Total	13,974	13,177	11,119	8,940	<b>14,300</b>
b. Credit students	6,054	6,694	7,025	6,358	<b>7,473</b>
c. Continuing education students	8,015	6,611	4,193	2,659	<b>7,152</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2 Market share of first-time, full-time freshmen</b>	25.1%	27.5%	18.4%	13.2%	<b>23.4%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3 Market share of part-time undergraduates</b>	23.1%	35.4%	33.7%	35.0%	<b>38.7%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4 Market share of recent, college-bound high school graduates</b>	9.4%	38.2%	36.6%	20.7%	<b>37.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5 High school student enrollment</b>	230	245	442	481	<b>640</b>
(Note: Fall 2018 includes those who enrolled after EIS)					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6 Annual enrollment in online/hybrid courses</b>					
a. Credit, online	6,921	7,200	9,152	27,238	<b>7,639</b>
b. Continuing education, online	914	1,121	135	5,330	<b>176</b>
c. Credit, hybrid	856	1,217	1,211	0	<b>740</b>
d. Continuing education, hybrid	0	0	0	0	<b>0</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7 Tuition and mandatory fees</b>					
a. Annual tuition and fees for full-time students	3196	3364	3314	3314	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	33.8%	34.7%	36.8%	33.7%	<b>36.8%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	415	105	39	43	78
b. Annual course enrollments	546	124	47	49	95
					<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses	4,965	4,353	2,981	1,707	3802
a. Unduplicated annual headcount	10,073	8,395	5,572	3,244	7,604
b. Annual course enrollments					
					<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	34.2%	27.2%	21.5%	23.4%	36.2%
b. At least one ESL educational functioning level	40.1%	32.5%	24.8%	24.5%	43.3%
Note: Not reported if < 50 students in the cohort					
					<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	
a. Percent nonwhite credit enrollment	93.8%	93.4%	92.7%	94.5%	93.0%
					<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	89.4%	97.5%	97.4%	90.0%	92.0%
					<b>Benchmark Not NA</b>
c. Percent nonwhite service area population, 15 or older	70.2%	70.3%	70.5%	70.5%	
					<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	BCCC does not benchmark.
	72.9%	78.3%	77.1%	75.3%	
					<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	BCCC does not benchmark.
	75.0%	77.1%	75.3%	73.5%	

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	38.3%	35.2%	31.2%	39.3%	36.0%
b. Pell grant recipients	37.1%	34.8%	35.0%	55.4%	40.0%
c. Developmental students	37.1%	36.2%	31.3%	40.2%	36.0%
d. College-ready students	46.7%	25.0%	29.3%	38.5%	34.0%

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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	28.9%	33.1%	36.4%	34.9%	<b>46.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	na (n=34)	64.3%	na (n=21)	na (n=29)	<b>69.3%</b>
b. Developmental completers	74.3%	76.7%	77.6%	75.1%	<b>82.6%</b>
c. Developmental non-completers	26.8%	28.9%	27.0%	46.0%	<b>NA</b>
d. All students in cohort	51.1%	57.1%	57.7%	62.2%	<b>62.7%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	27.7%	na (n=18)	na (n=23)	na (n=14)	<b>NA</b>
b. Black/African American only	48.4%	54.5%	54.3%	62.3%	<b>NA</b>
c. Asian only	na (n=20)	na (n=29)	na (n=17)	na (n=14)	<b>NA</b>
d. Hispanic/Latino	na (n=23)	na (n=9)	na (n=19)	na (n=10)	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	na (n=34)	54.3%	na (n=21)	na (n=29)	<b>58.3%</b>
b. Developmental completers	48.9%	51.7%	43.7%	54.7%	<b>71.1%</b>
c. Developmental non-completers	22.6%	23.3%	23.6%	30.0%	<b>NA</b>
d. All students in cohort	37.1%	41.5%	36.7%	43.3%	<b>51.5%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	23.0%	na (n=18)	na (n=23)	na (n=14)	<b>NA</b>
b. Black/African American only	34.5%	39.3%	35.3%	43.5%	<b>NA</b>
c. Asian only	na (n=20)	na (n=29)	na (n=17)	na (n=14)	<b>NA</b>
d. Hispanic/Latino	na (n=23)	na (n=9)	na (n=19)	na (n=10)	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	656	629	544	581	<b>706</b>
b. Career degrees	234	279	250	272	<b>NA</b>
c. Transfer degrees	217	152	134	154	<b>NA</b>
d. Certificates	205	198	160	155	<b>NA</b>
e. Unduplicated graduates	586	553	484	521	<b>NA</b>

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	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	80.0%	81.6%	87.8%	84.6%	90.3%
	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year*	65.1%	43.8%	70.1%	48.5%	48.0%

\* FY 2019 Updated

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	85.4%	80.8%	77.1%	81.7%	90.0%
Number of Candidates	48	52	48	71	
b. Licensed Practical Nurse - National Council	90.0%	93.8%	80.0%	73.3%	90.0%
Number of Candidates	10	16	10	15	
c. Physical Therapy - Assessment Systems	72.7%	83.3%	100.0%	88.9%	90.0%
Number of Candidates	11	12	11	9	
d. Dental Hygiene - National (Written) Board	100.0%	84.6%	100.0%	Not Applicable*	90.0%
Number of Candidates	15	13	13	0	
e. Respiratory Care - MD Entry Level Exam	73.3%	84.6%	100.0%	100.0%	95.0%
Number of Candidates	15	13	8	8	

Note: Not reported if <5 candidates in a year

\*Due to COVID-19 related delays.

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	84.2%	79.8%	80.8%	77.7%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$22,388	\$22,920	\$23,440	\$20,040	NA
b. Median annualized income three years after graduation	\$40,288	\$46,804	\$45,140	\$39,536	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,020	1,630	1,439	1,337	2,472
b. Annual course enrollments	3,100	2,132	1,831	2,164	3,296

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,158	1,089	739	744	<b>2,472</b>
b. Annual course enrollments	2,273	2,460	1,023	1,254	<b>3,296</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses	1,143	1,740	726	506	<b>2025</b>
a. Unduplicated annual headcount	2,472	2,837	1,057	1,035	<b>2,700</b>
b. Annual course enrollments					

# Carroll Community College 2022 Performance Accountability Report

## 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

### Progress towards 2017-2021 State Plan for Postsecondary Education

#### Student Characteristics

A review of Carroll's FY2022 indicators reflects a fair level of stability within an unsettled and unpredictable pandemic environment. As shown in Indicator A, Carroll's Fall 2021 credit enrollment declined somewhat as compared to prior years to 2,770 students. Nearly 68% of those students were enrolled part-time. Just over 80% of Carroll's credit student body is white (indicator H), largely reflecting the racial/ethnic breakdown of the College's service area. Thirty-eight percent of Fall 2021 credit students were first-generation College students (indicator C), while 46% worked more than 20 hours per week (indicator G).

#### State Plan Goal 1: Access

Reflecting national trends in higher education and the overall impact of the COVID pandemic, enrollment indicators declined in FY2022 at Carroll, including unduplicated headcount (indicator 1) and market share of first-time, full-time freshmen (indicator 2) and part-time undergraduates (indicator 3). Headcount declined more sharply in continuing education as compared to credit enrollments (indicators 1b and c). Notably, the College realized increases in credit and non-credit enrollments of students of color relative to its service area population (indicators 11a, b, and c).

The College maintains a close watch on enrollment trends and continually seeks ways to maximize enrollment and strengthen retention. In line with Maryland State Plan efforts to boost early access to college, Carroll places strong emphasis on its dual enrollment offerings. Enrollment of dual credit students remained relatively strong in Fall 2021, with 619 dually enrolled students during that term, a modest decrease from the previous fall but on par with pre-pandemic numbers from fall 2019. Enrollment of dual credit students in Spring 2022 increased from Spring 2021. Overall, as shown in Table 1, the College has realized a five-year upward trend of dually enrolled students, with enrollment by and large holding steady since the onset of the pandemic:



Table 1. Dual-Enrolled Students by Headcount

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Dual-Enrolled Students	290	398	620	685	619
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Dual-Enrolled Students	370	408	567	525	556

Carroll concentrates efforts on specific student subpopulations as part of more global retention strategies. In support of the State Plan goal to focus on first-generation college students, the College provides robust support and programming for this substantial cohort of students: as noted above and in indicator C, fully 38% of Fall 2021 students were first-generation. Four or five specific programs are offered for this student cohort each semester, including presentations centered around study skills, financial aid, stress management, alleviating test anxiety, and time management.

The College also offers extensive support for military-affiliated families to promote belonging and retention of those students. These efforts were strengthened in FY2022 following the launch of a focused project aimed to enhance the experience of the College’s military-affiliated students, develop the College’s military community, and support recruitment of prospective military students. A dedicated cross-functional team of faculty and staff have initiated efforts such as creating a SALUTE Honor Society, communicating with military-affiliated students about college and community events and activities, expanding the Student Veteran Organization and publicly recognizing its members at commencement, updating the College’s Veterans’ Resource Room, and frequently engaging with the Carroll County veteran community.

**State Plan Goal 2: Success**

The College continues to realize increasing successful-persister rates. With 79% of all students in the Fall 2017 cohort persisting after 4 years (indicator 16d), the College is approaching its 80% benchmark. The College met its 60% benchmark in graduation-transfer rate (indicator 18d) and has exceeded its benchmark for first year GPA at a transfer institution, with nearly 92% of students earning a 2.0 or better (indicator 21).

Amidst these encouraging trends, student success remains a top priority for the College. Following the State Plan strategy to “review and consider current policies and practices around remediation coursework” (page 50), faculty in English and Mathematics continually examine curriculum and pedagogy surrounding transitional coursework with an eye towards ongoing improvement. In 2018, the College launched the co-requisite Accelerated Learning Program (ALP) for its College Composition (ENGL-101) course; beginning in Fall 2022, specific sections of ENGL-101 with ALP specifically geared towards English Language Learner (ELL) students will be offered in an effort to provide targeted supports for that subpopulation of Carroll students. Moreover, to expand overall enrollment of ELL students, partnerships between Academic Affairs, Carroll County Public School’s ESOL department, and Carroll’s Adult ESOL program have been reinforced.

Beyond efforts related to transitional courses, Carroll stresses the availability of tutoring and other academic supports for all students. In Fall 2021, the College launched dedicated tutoring in its Introduction to Statistical Methods (MATH-115) and Introduction to College Mathematics (MATH-121) courses. Based on the success of this initiative, dedicated tutoring will continue in FY2023. Carroll's Academic Center offered specific exam review sessions for these high-enrolled courses to bolster student achievement.

As evidence of efforts that support the State Plan goal for a continued focus on non-traditional students, in FY2022 Carroll created *New Start* Scholarships for students aged 25 and older. These scholarships cover tuition for these students' first course at the College. Following the successful implementation of *One Step Away* grants that supported the graduation of 141 near-completers between 2014-2021, Carroll has operationalized outreach to and support of this subpopulation of students. Students within 15 credits of degree completion receive special communication from the College inviting them to re-enroll.

Additionally, in FY2022, Carroll redoubled efforts to promote scholarships available for certain continuing education programs. Ninety-eight students were awarded \$120,000 in GEER I and II funds. An additional 14 continuing education students received just over \$15,000 through a combination of institutional funding.

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

Carroll graduates have realized steady progress with income growth (indicator 25); FY2018 graduates earned a median income of \$14,356 one year prior to graduation and \$55,360 three years after graduation. Over 85% of Carroll graduates are employed within one year (indicator 24).

Indicators related to continuing education (26, 27, 28) are down as compared to previous years, reflecting the ongoing impact of the pandemic. Despite these declining numbers, Carroll's continuing education and training staff sustained efforts to develop partnerships with businesses to support workforce development and improve workforce readiness. In September 2021, the College offered Human Resources certification and preparation classes and management workshops, providing continuing education units (CEUs) as appropriate. During FY2022, plans were made to launch a manufacturing associate program as well as Health and Wellness coaching in Fall 2022, other avenues through which students might earn CEUs. To prepare workers for a post-COVID workplace, in FY2022, GEER funds were used to upgrade drone platforms and payloads, used by both continuing education and credit students in the Small Unmanned Aircraft Systems (sUAS) program. GEER funding was also used to purchase two robotics arms and fund professional development for faculty in the sUAS program.

Another success Carroll has experienced linked to strategies in the State Plan relates to its strong commitment to invest in the scholarship of teaching and learning of its faculty members. As one example, in FY2022, a cohort of faculty joined a new intensive professional development opportunity, a Faculty Learning Community (FLC) focused on *Teaching and Learning with Imagination and Innovation*. A second FLC has been created for FY2023, entitled *A Circle of Collaboration*. These FLCs provide an environment in which participating faculty may engage in deliberate and meaningful research, discussion, and sharing of ideas. Participants must produce deliverables specific to the annual FLC theme and receive a stipend. In a similar vein, ten faculty

and staff engaged in Carroll's Intercultural Teaching and Learning Fellows program in FY2022. This was the fourth cohort of fellows to commit to sustained learning and conversation surrounding diversity, equity, and inclusion in the classroom and across campus, bringing the total number of Fellows to 34 (for years 2018-2022).

Moreover, Carroll offered a robust program of professional development opportunities, open to all employees, focused on diversity, equity, inclusion, and belonging. In total, twenty-nine experiences were offered in FY2022, including in-person and web-based sessions on *Implicit Bias*, *Discovering Racism in the Teaching and Learning of History*, and *Is Race Real?*; virtual reality offerings such as *Traveling While Black* and *Nellie Bly*; and self-paced campus-wide learning challenges for awareness and history months.

Additionally, Carroll faculty routinely can join in-depth professional development opportunities centered around culturally responsive teaching pedagogy and practices. Nearly two dozen faculty, many of whom teach Carroll's General Education Diversity courses, participated in intensive training related to the Intercultural Development Inventory over multiple semesters (2020-2022). In Fall 2021, fifteen faculty and staff engaged in multiple workshops delivered by trained facilitators in Culturally Responsive Teaching and Learning from the Community College of Baltimore County. Stand-alone in-house sessions focused on *Creating an Equitable and Inclusive Syllabus*, *Universal Design for Learning*, and *Imposter Syndrome and Stereotype Threat*, were available throughout the past academic year and helped build faculty capacities in these critical areas.

**Commission Question 1: What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

Maintaining equilibrium within the so-called "iron triangle" of higher education -- cost, access, and quality -- remains a challenge for the College as it strives to ensure affordability and student success in a post-pandemic environment. Reflecting Carroll's vision to be "the community's first choice for learning," the College is constant in its focus on access. The College continues to serve approximately 40% of first-time, full-time freshmen from its service area; 69% of part-time undergraduates choose Carroll (indicators 2 and 3). While these numbers have been stable over past years, they are slightly below the benchmarks the College would like to achieve, and remain a principal focus in strategic planning and marketing. Preserving affordability is also a foremost consideration. Like colleges and universities nationwide, enrollment indicators at Carroll are trending downward, yet as evidenced in indicator 7, the College has held its tuition and fees steady; FY2022 figures are identical to those from FY2019.

Within the context of lower FTE and its corresponding financial impact, Carroll continues to emphasize instruction of the highest quality, including its distance education offerings. While some students returned to face-to-face instruction in FY2022, interest in fully asynchronous online courses continued to be strong at the College during this time. Prior to the pandemic, Carroll's total distance education enrollments were less than 20%; in Spring 2022, 36% of enrollments were asynchronous online, an increase from 2021. The percentage of students enrolled exclusively in distance education stood at nearly 37% in Fall 2021, a 27-point increase from Fall 2019. An additional 41% of Carroll students enrolled in some distance education

courses in Fall 2021. While it remains to be seen how distance education enrollments will fare in future terms, Carroll is invested in providing quality digital learning experiences. In FY2022, three Carroll courses earned the respected Quality Matters (QM) certification; the College plans to add to the number of QM certified courses in FY2023. Carroll continues to be a regional leader in offering virtual reality (VR) experiences to enhance instruction and extend student engagement. In FY2022, 350 students participated in educational VR experiences centered around homelessness, dementia, World War II battles, the dark net, “fantastic contraptions,” and medical simulations in Psychology, History, Engineering, Cybersecurity, Nursing, and Composition courses. Providing valuable digital resources to students is also a priority for Carroll’s continuing education department. In FY2022, an instructional systems designer was hired to develop a workforce training certificate shell in Canvas, the College’s Learning Management System, to supplement instruction and enhance engagement. To make certain all students could experience the benefits and flexibility of digital learning experiences, Carroll continued its laptop loaner program, initially launched in spring 2020, throughout FY2022. Ensuring all students have the required technology and connectivity remains a primary point of consideration at the College.

Balancing the factors of cost, access, and quality while ensuring the success of every Carroll student is of utmost importance. As shown by the College’s Degree Progress Analysis (Fall 2017 cohort), Carroll’s overall rate of successful or persisting students (Line 18) is nearly 79%. Disaggregating this data reveals that Asian and White students meet or exceed this metric. However, that data also shows that the College’s Hispanic and African American students persist or graduate at a lower rate (just under 77% and 67%, respectively). In the coming academic year, the College will specifically focus on enacting strategies to remediate these disparities.

**Commission Question 2: Has your institution used disaggregated data to identify equity issues in students’ educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution’s educational equities and inequities? If not, what data has been used to understand student outcomes?**

Aside from examining the disaggregated data that is part of Carroll’s annual Performance Accountability Report and Degree Progress Analysis, the College currently disaggregates data in several ways.

1. Course success data: At the end of each term, academic leadership analyzes data showing course success rates by course, modality, and faculty member. Beginning in FY2022, this data can now be disaggregated by students’ race/ethnicity, sex, age, academic load, and number of credits earned. Data is delivered through an interactive dashboard that allows for the comparison of data between courses, programs/divisions, and the institution. Chairs and Program Directors can use this disaggregated data to identify disparities in subpopulations of students. As one example, a review of success rates for Carroll’s College Composition (ENGL-101) course in the 2020-2021 academic year showed that while 77% of White and Hispanic students earned an A, B, or C, 49% of Black students and 57% of Asian students fell into the same category. Identifying gaps such as these allow for the identification of action items for redress.

2. General Education Assessment data: Credit faculty at Carroll assess General Education learning goals every semester through an established process. Starting in FY2022, this longitudinal data was transferred from Excel spreadsheets to an interactive dashboard in Power BI which anonymously connects each assessed artifact to demographic information about the students who produced the artifact. Faculty now have the capability to filter institutional learning outcomes data by race/ethnicity, sex, age, academic load, and number of credits completed (including transitional courses completed). This has allowed for discussions about learning proficiencies among various student subpopulations.
3. Student Progress data: The College's Institutional Effectiveness Office tracks disaggregated enrollment and retention rates to identify trends and potential concerns. The retention rate for students of color from 2016-2021, for example, trended about the same or slightly lower than the overall retention rate. Sharing this information each term with the College's Planning Advisory Council foregrounds the data so conversations can occur. Based on an analysis of enrollment trends disaggregated by race/ethnicity, Carroll created a cross-functional team with staff from admissions, advising, financial aid, adult education, and the Academic Center to support Hispanic/Latinx (as well as other ELL) students as they transition to the College. Carroll's Advising and Retention Office uses disaggregated student data, analyzed through a Power BI dashboard, to identify trends with students on probation and suspension. By evaluating this data, targeted interventions can be developed with the aim of furthering the success of student subpopulations such as first-generation students, veterans, and pre-Nursing students.

In early 2022, the College retained the professional services firm BDO to conduct a Diversity Audit of the institution. BDO will evaluate College policies and procedures, metrics, and employee and student experiences, and recommend measures that will inform the institution's next steps in sustaining a campus climate marked by diversity, equity, inclusion, and belonging.

### **Community Outreach & Impact**

Carroll continued its strong partnership with Carroll County Public Schools throughout FY2022, with a focus on supporting and expanding dual enrollment options for high school students and preliminary planning for the implementation of the Blueprint for Maryland's Future.

To support regional small businesses, Carroll's Miller and the county's Small Business Development Center launched a Pathways to Entrepreneurship program in May 2022, which offers training in business planning, market research, managing risk, and growth strategies and includes one-on-one consultation. Since 2021, the College's Advantage C has offered a Leadership Peer Advisory Group program for community professionals from government, nonprofit, and commercial businesses. The program is structured as a peer-to-peer forum in which participants share and brainstorm solutions to current challenges; program members also take part in one-on-one executive coaching. In FY2022, Advantage C hosted an all-day conference for local businesses focused on cybersecurity risks.

Carroll continued to engage its community in offering enriching events for the county. The College's Democracy Lab again served as a virtual gathering space for students, staff, and

community members to discuss difficult topics such as college and equity, communicating across political divides, democracy and the local news, and cancel culture in a safe space.

## CARROLL COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	3,050	3,126	3,060	2,770
b. Percent of students enrolled part time	67.8%	65.2%	67.0%	67.8%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	62.7%	31.4%	11.6%	26.7%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	17.6%	21.9%	38.3%	38.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	202	215	247	158
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	26.5%	28.3%	31.8%	34.2%
b. Receiving Pell grants	15.5%	15.9%	17.0%	14.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	23.9%	21.7%	21.2%	21.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	76.3%	76.0%	75.3%	78.3%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	57.4%	45.0%	47.7%	46.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	4.8%	4.6%	5.7%	6.5%
b. Black/African American only	4.4%	4.4%	4.5%	5.0%
c. American Indian or Alaskan native only	0.2%	0.2%	0.4%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.2%	0.1%
e. Asian only	2.4%	2.8%	2.9%	2.8%
f. White only	83.0%	82.8%	81.4%	80.4%
g. Multiple races	2.1%	2.4%	3.3%	4.0%
h. Foreign/Non-resident alien	0.4%	0.3%	0.2%	0.2%
i. Unknown/Unreported	2.8%	2.6%	1.6%	0.8%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	9.6%	9.5%	53.5%	36.7%
b. Enrolled in some, but not all, distance education	20.5%	19.6%	35.9%	41.2%
c. Not enrolled in any distance education	69.8%	70.9%	10.6%	22.1%

**CARROLL COMMUNITY COLLEGE  
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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
J Unrestricted revenue by source				
a. Tuition and fees	39.1%	38.0%	36.5%	32.7%
b. State funding	28.0%	28.1%	28.2%	26.8%
c. Local funding	32.4%	33.2%	34.9%	37.3%
d. Other	0.5%	0.7%	0.5%	3.2%

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
K Expenditures by function				
a. Instruction	43.7%	43.4%	44.8%	43.7%
b. Academic support	12.5%	12.7%	12.5%	13.6%
c. Student services	10.4%	10.3%	10.3%	10.8%
d. Other	33.4%	33.5%	32.4%	31.9%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
1 Annual unduplicated headcount					
a. Total	11,288	10,756	9,177	7,183	<b>10,635</b>
b. Credit students	4,314	4,256	4,304	4,145	<b>4,500</b>
c. Continuing education students	7,309	6,785	5,098	3,230	<b>7,000</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
2 Market share of first-time, full-time freshmen	41.2%	44.6%	44.9%	40.0%	<b>45.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	66.7%	69.1%	69.3%	68.8%	<b>70.0%</b>

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
4 Market share of recent, college-bound high school graduates Note: Methodology changed starting in Fall 2019.	51.1%	49.8%	50.6%	46.4%	<b>55.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
5 High school student enrollment	398	620	685	619	<b>700</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
6 Annual enrollment in online/hybrid courses					
a. Credit, online	2,019	2,031	2,786	6,089	<b>3,850</b>
b. Continuing education, online	238	414	269	666	<b>450</b>
c. Credit, hybrid	592	477	699	1,367	<b>650</b>
d. Continuing education, hybrid	0	0	0	0	<b>150</b>

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$5,160	\$5,100	\$5,100	\$5,160	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	54.5%	53.3%	52.8%	52.5%	<b>50.0%</b>



**CARROLL COMMUNITY COLLEGE  
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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,141	1,982	1,821	857	<b>1,975</b>
b. Annual course enrollments	4,317	4,029	3,494	1,487	<b>4,000</b>
					<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	350	363	355	285	<b>350</b>
b. Annual course enrollments	648	643	532	672	<b>650</b>
					<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	19.6%	24.5%	13.8%	36.4%	<b>20.0%</b>
b. At least one ESL educational functioning level	30.8%	28.1%	14.5%	30.8%	<b>30.0%</b>
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					<b>Benchmark Fall 2025</b>
a. Percent nonwhite credit enrollment	<b>Fall 2018</b> 14.4%	<b>Fall 2019</b> 17.4%	<b>Fall 2020</b> 16.9%	<b>Fall 2021</b> 18.8%	<b>Fall 2025</b> 17.0%
b. Percent nonwhite continuing education enrollment	<b>FY 2018</b> 13.8%	<b>FY 2019</b> 15.2%	<b>FY 2020</b> 19.4%	<b>FY 2021</b> 23.7%	<b>FY 2025</b> 17.0%
c. Percent nonwhite service area population, 15 or older	<b>July 2018</b> 10.0%	<b>July 2019</b> 11.7%	<b>July 2020</b> 11.0%	<b>July 2021</b> 11.5%	<b>Benchmark Not Required</b> NA
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2018</b> 9.2%	<b>Fall 2019</b> 14.9%	<b>Fall 2020</b> 13.8%	<b>Fall 2021</b> 12.8%	<b>Benchmark Fall 2025</b> 17.0%
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2018</b> 8.0%	<b>Fall 2019</b> 6.4%	<b>Fall 2020</b> 7.5%	<b>Fall 2021</b> 9.9%	<b>Benchmark Fall 2025</b> 9.0%

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention <sup>1</sup>					
a. All students	66.0%	62.8%	61.3%	65.3%	<b>60.0%</b>
b. Pell grant recipients	67.3%	59.0%	57.8%	65.8%	<b>65.0%</b>
c. Developmental students	66.6%	58.9%	49.7%	54.3%	<b>55.0%</b>
d. College-ready students	65.3%	69.2%	66.7%	66.9%	<b>75.0%</b>

<sup>1</sup> Corrections have been made to the data and Benchmarks due previous report errors.

**CARROLL COMMUNITY COLLEGE  
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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	56.9%	51.0%	50.6%	69.2%	<b>55.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	89.3%	82.9%	86.7%	89.0%	<b>90.0%</b>
b. Developmental completers	85.6%	88.1%	83.9%	89.4%	<b>90.0%</b>
c. Developmental non-completers	31.7%	44.5%	32.2%	29.8%	<b>NA</b>
d. All students in cohort	74.9%	76.5%	73.8%	78.9%	<b>80.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	74.5%	77.1%	74.2%	78.7%	<b>NA</b>
b. Black/African American only	N<50	N<50	N<50	N<50	<b>NA</b>
c. Asian only	N<50	N<50	N<50	N<50	<b>NA</b>
d. Hispanic/Latino	N<50	N<50	N<50	N<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	79.2%	75.4%	76.9%	76.7%	<b>80.0%</b>
b. Developmental completers	69.7%	68.3%	69.0%	63.5%	<b>70.0%</b>
c. Developmental non-completers	21.7%	22.6%	19.1%	16.7%	<b>NA</b>
d. All students in cohort	61.8%	60.3%	61.0% <sup>2</sup>	61.1%	<b>60.0%</b>
<sup>2</sup> Data corrected					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	61.5%	60.9%	60.7%	60.6%	<b>NA</b>
b. Black/African American only	N<50	N<50	N<50	N<50	<b>NA</b>
c. Asian only	N<50	N<50	N<50	N<50	<b>NA</b>
d. Hispanic/Latino	N<50	N<50	N<50	N<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	532	520	548	579	<b>650</b>
b. Career degrees	135	156	162	135	<b>NA</b>
c. Transfer degrees	372	343	330	406	<b>NA</b>
d. Certificates	25	21	56	38	<b>NA</b>
e. Unduplicated graduates	519	507	514	566	<b>NA</b>

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	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	90.9%	88.0%	93.0%	91.6%	<b>90%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	47.1%	64.0%	63.0%	60.6%	<b>65.0%</b>

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Physical Therapist Assistant	100.0%	96.0%	100.0%	100.0%	<b>90.0%</b>
Number of Candidates		26	17	12	
b. LPN	100.0%	91.7%	100.0%	90.9%	<b>90.0%</b>
Number of Candidates		12	13	11	
c. RN	90.7%	92.4%	96.9%	83.0%	<b>90.0%</b>
Number of Candidates		66	65	53	
d. NRP/EMS	69.0%	71.0%	85.7%	80.0%	<b>80.0%</b>
Number of Candidates		7	7	5	
Note: Not reported if <5 candidates in a year					

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	86.1%	86.9%	85.7%	85.7%	<b>NA</b>

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$ 16,696	\$ 13,140	\$ 14,728	\$ 14,356	<b>NA</b>
b. Median annualized income three years after graduation	\$ 49,288	\$ 52,784	\$ 50,616	\$ 55,360	<b>NA</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,886	4,495	2,889	2,428	<b>4,500</b>
b. Annual course enrollments	7,543	7,038	4,830	3,912	<b>7,500</b>

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,522	2,287	1,709	1,385	<b>2,500</b>
b. Annual course enrollments	3,655	3,572	2,632	2,040	<b>3,600</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,990	2,721	1,849	906	<b>2,750</b>
b. Annual course enrollments	4,443	4,020	2,934	1,505	<b>4,500</b>

Note: NA designates not applicable  
\* designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		593		248		194	151
2	Number attempting fewer than 18 hours over first 2 years		110		38		5	67
3	Cohort for analysis (Line 1 – Line 2)		483	100.0%	210	100.0%	189	84 100.0%
4	Earned Associate degree from this community college		210	43.5%	121	57.6%	89	0 0.0%
5	Earned certificate, but no degree, from this community college		1	0.2%	1	0.5%	0	0 0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		211	43.7%	122	58.1%	89	0 0.0%
7	Transferred to Maryland two-year/technical college		15	3.1%	3	1.4%	8	4 4.8%
8	Transferred to Maryland public four-year college		145	30.0%	85	40.5%	54	6 7.1%
9	Transferred to Maryland private four-year college or university		31	6.4%	18	8.6%	13	0 0.0%
10	Transferred to out-of-state two-year/technical college		4	0.8%	1	0.5%	2	1 1.2%
11	Transferred to out-of-state four-year college or university		41	8.5%	25	11.9%	13	3 3.6%
12	Total transfers (sum of Lines 7 - 11)		236	48.9%	132	62.9%	90	14 16.7%
13	Graduated from this college and transferred (Line 6 □ Line 12)		152	31.5%	93	44.3%	59	0 0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		295	61.1%	161	76.7%	120	14 16.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		78	16.1%	25	11.9%	47	6 7.1%
16	Successful transition to higher ed (Line 14 + Line 15)		373	77.2%	186	88.6%	167	20 23.8%
17	Enrolled at this community college last term of study period		8	1.7%	1	0.5%	2	5 6.0%
18	Successful or persisting (Line 16 + Line 17)		381	78.9%	187	89.0%	169	25 29.8%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	15	15	32	495
2 Number attempting fewer than 18 hours over first 2 years	3	4	6	91
3 Cohort for analysis (Line 1 – Line 2)	12 100.0%	11 100.0%	26 100.0%	404 100.0%
4 Earned Associate degree from this community college	3 25.0%	2 18.2%	13 50.0%	180 44.6%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	1 0.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	3 25.0%	2 18.2%	13 50.0%	181 44.8%
7 Transferred to Maryland two-year/technical college	1 8.3%	0 0.0%	0 0.0%	10 2.5%
8 Transferred to Maryland public four-year college	2 16.7%	7 63.6%	9 34.6%	120 29.7%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	1 3.8%	30 7.4%
10 Transferred to out-of-state two-year/technical college	0 0.0%	1 9.1%	1 3.8%	2 0.5%
11 Transferred to out-of-state four-year college or university	1 8.3%	0 0.0%	2 7.7%	35 8.7%
12 Total transfers (sum of Lines 7 - 11)	4 33.3%	8 72.7%	13 50.0%	197 48.8%
13 Graduated from this college and transferred (Line 6 [ ] Line 12)	2 16.7%	1 9.1%	9 34.6%	133 32.9%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	5 41.7%	9 81.8%	17 65.4%	245 60.6%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	1 8.3%	2 18.2%	2 7.7%	68 16.8%
16 Successful transition to higher ed (Line 14 + Line 15)	6 50.0%	11 100.0%	19 73.1%	313 77.5%
17 Enrolled at this community college last term of study period	2 16.7%	0 0.0%	1 3.8%	5 1.2%
18 Successful or persisting (Line 16 + Line 17)	8 66.7%	11 100.0%	20 76.9%	318 78.7%

# Cecil College

## 2022 Institutional Performance Accountability Report

### Mission

Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.

### 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 2021-2025 Strategic Plan is bold, focused, and measurable. The plan focuses on academic access, equity, and success; academic excellence; workforce development; and community partnerships and engagement.

#### 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. The College monitors all qualified worker shortage areas and emerging high-demand occupational fields and industries and creates new programs as needed.

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 recent high school graduates in classes held in the high schools or at the College. In part, dual enrollment is supported by College Bound Tuition Scholarship. This program provides a 50% tuition waiver for all qualified secondary students from CCPS and other approved educational entities. Most importantly, these students can start college, after graduation, having completed 6-24 credits towards a degree. In 2020-21, 98 high school students took courses in the fall and 64 took courses in the spring at their home institution. Additionally, an Early College program currently enrolls 264 high school students from two districts and homeschool. Completers earn a Cecil College Associate of Arts degree in General Studies just prior to graduation from high school. Overall, the number of high school student enrollments peaked at 472 in fall 2020 before decreasing to 390 in fall 2021 (indicator 5).

Enrollment data for FY2021 reflects challenges faced during the pandemic. Total annual unduplicated headcount enrollment decreased 37.5% between FY2020 and FY2021 (indicator 1a). Over the same time period, the annual credit enrollment decreased by 13.5% (indicator 1b), and the number of continuing education students decreased by 57.5% (indicator 1c). Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities was 51.9% in fall 2021, a decrease of 6.9 percentage points in one year (indicator 2). More significantly, the College continues to enroll more than 80% (81.2%) of part-time undergraduate students from the service area and dominates the market for part-time students (indicator 3).

Online education options increased access for students during the pandemic and continues to increase access for students who need a more flexible course schedule. Enrollment in online credit courses increased significantly (83.6%) from FY2018 to FY2021, while online continuing education course enrollments increased nearly sevenfold to 1,138 during the same time period (indicators 6a and 6b). In March 2020, the vast majority of courses converted to a remote teaching format; this continued into 2020-2021. In fall 2022, the College is offering approximately half of its courses in online or hybrid formats. The College currently has three online degree programs and five online certificate programs. The College plans to continue to add online offerings to increase access.

Over the last several years, Cecil College has made continuous efforts to increase access to education for minority students. The College hosts recruitment activities for minority students from Cecil County high schools. Additionally, the College continues minority retention initiatives that include multiple strategies to engage and retain minority students. These activities include academic success seminars, time management workshops, study tips, test-taking sessions, and a mentoring program. The percent of nonwhite service area population 15 years or older in July 2020 was 14.5% (indicator 11c); the percent of nonwhite credit enrollment at Cecil College was 23.8% in fall 2021 (indicator 11a), and the percent of nonwhite continuing education enrollment was 24.0% (indicator 11b).

The number of participants in noncredit and lifelong learning courses at the College decreased during the pandemic to 484 students, from a pre-pandemic high of 2,056 students (indicator 8a). Participation was particularly vulnerable to the restrictions imposed due to the pandemic. Noncredit headcount enrollments in basic skills and literacy vary from year to year based on community demand, as well as on funds available to provide course offerings. In fiscal year 2021, these programs enrolled 70 students, compared to 336 just two years earlier (indicator 9a).

According to the *Maryland State Plan for Postsecondary Education 2017-2021*, finances continue to be one of the primary reasons students do not persist in their quest for a postsecondary education credential. Because 75.5% 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. In FY2021, 89.5% of our credit students received financial aid (indicator Ea) and 28.2% received Pell grants (indicator Eb). Tuition and fees at Cecil College are 48.6% of tuition and fees at Maryland public four-year institutions (indicator 7b).

Indicator 14b shows that the fall-to-fall retention for Pell grant recipients ranged from 40.5% (fall 2020 cohort) to 52.1% (fall 2017 cohort) during the past four years. The retention rate for all students has decreased since fall 2017, to 48.9% (indicator 14a). The retention rate for developmental students has averaged 48.4%, while the retention rate for college-ready students has averaged 54.5% (indicators 14c and 14d).

The College continually seeks opportunities that increase affordability for our students. As part of these efforts, faculty use open educational resources (OERs) in several courses. Cecil College faculty and librarians work together in an OER Committee to increase campus knowledge of and advocate for OER usage on campus.



## State Plan Goal 2: Success

The successful-persister rate after four years (indicator 16) for all students in the cohort is currently 68.2%. The graduation-transfer rate after four years (indicator 18) for college-ready students is 63.3%. Developmental completers decreased by 11.6 percentage points from the fall 2016 cohort to the fall 2017 cohort (indicator 15); the current graduation-transfer rate for this group is 41.3% (indicator 18). The number of students first enrolling in developmental courses has decreased due to curricular and placement changes; only students who do not meet the standards established by multiple measures now enroll in these courses.

50.2% of FY2020 graduates transferred within one year (indicator 22). Of the Cecil College graduates who transferred to a four-year institution, 88.3% had a cumulative GPA of 2.0 or above in academic year 2020-21 (indicator 21).

Cecil College has continued to revise and implement several initiatives to improve student persistence and completion:

- Based on national data, the College continues to implement changes to both math and English developmental education sequences. The developmental education sequence for math has been decreased to a single course for most students, with an optional week-long Bootcamp for students who need help preparing for the course. Embedded tutors are added to math developmental courses as needed. The developmental education sequence for English has also been decreased to a single course plus a college success course, with an optional non-credit Writing and Reading: Keys to Success course for students who feel they are not ready for these courses. Embedded tutors have been added to the remaining developmental education course and to many sections of EGL 101 College Composition.
- 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 part-time faculty member as an in-class tutor. The blended English courses include an additional (mandatory) lab for developmental students. The pass rate for blended English courses in 2021-22 was 51.4%, compared to 60.0% in 2020-21 and 56.8% in 2019-20.
- Credit for prior learning opportunities can enhance student success and completion. Some of these opportunities are in collaboration with CCPS, creating more seamless opportunities for students transitioning from high school to college.
- In response to a decrease in completion rates, the Nursing department developed a Nursing Student Success Plan that engages the department around strategies that are designed to improve student learning and increase the completion rate for the program. Retention results from these efforts are strong, showing that 64.4% of level II (second semester) students were retained within spring 2022 and 96.97% of level IV (fourth semester) students were retained within spring 2022.

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 through the College’s early alert system. Assistance is provided to students through tutoring, academic workshops, and general

assistance in resolving academic issues. Further, advisors actively seek out near-completers and work with these students to develop a degree completion plan.

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

The College remains firmly committed to advancing the use of innovative technology in the learning environment. Grants have been sought and obtained to purchase and utilize more sophisticated simulation equipment in the Nursing, Paramedic, and Physical Therapist Assistant departments and to upgrade equipment in the Visual Communications program. Resources are available to help faculty members explore innovative teaching approaches through workshops, seminars, and faculty development. The College has implemented faculty recommendations for technology in learning spaces in selected model classes.

In 2020-21, the covid-19 pandemic necessitated many innovations in teaching. Innovations made by Cecil College faculty include: adopted an innovative simulation and case study online program for patient assessment and care management that supported clinical and lab courses in the health sciences; adopted an e-learning platform for the automotive program; developed processes where students could complete ceramics assignments at home and drop off their work for firings; implemented an escape room online teaching strategy to facilitate critical thinking; increased and colorized illustrations in Anatomy and Physiology manuals; used audio-visual links to teach online and hybrid drawing and painting courses; and use of online tools to increase student engagement/participation in online courses. With increased use of recorded lectures, the College has purchased Echo360 software to capture videos: students can also use the platform to create video assignments. This exciting time of innovation has led to the foundation of Catalyst, the College's new Center for Teaching and Learning.

Immersive field experiences support student success and the acquisition of skills applicable to the workforce. Cecil College has 24 associate degrees with immersive work experiences embedded in the curriculum. A Work Experiences Committee of faculty and staff continues the work of 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. To date, 135 full-time and adjunct faculty have completed the in-house Professional Development for Online Teaching course; 48 Cecil College faculty and staff have received Quality Matters training. In addition, seven Cecil College courses have current Quality Matters® certification.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure decreased by 28.5% from fiscal year 2018 to fiscal year 2021 (indicator 27). Enrollment in continuing education workforce development courses decreased from fiscal year 2018 to fiscal year 2021 by 37.6%. These decreases occurred almost exclusively in FY2020 and FY2021 and were due to pandemic-related enrollment restrictions (indicator 26).

The annual course enrollments in contract training courses dropped significantly in FY2020 and FY2021 due to the pandemic. Pre-pandemic headcounts averaged approximately 240 students per year; the FY2021 headcount was 99 (indicator 28).

**What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

The biggest challenge Cecil College currently faces is the transition from a covid environment to a post-covid world. During the pandemic, faculty improved and refined their online teaching strategies and staff developed online student support options including online tutoring. Students became more comfortable with learning online. At the same time, some students struggled with the online modality and let us know they would return once classes were face-to face. Now the College is researching several questions: How do we adapt post-covid to support students? What kind of instruction do students want and need? What kind of teaching assignments do faculty want? Which classes work best online? Which work best face-to-face? What options set up students for graduation and success? During the height of the pandemic, an average of 87.3% of course offerings were offered online; in fall 2022, 46.5% of course offerings are offered online. It is not yet clear what proportion of online course offerings meets our students' academic and personal needs. In response to this challenge, the College has invested in an instructional designer and an instructional technologist; these staff will focus on providing support to faculty as they design and improve both online and face-to-face courses.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

Cecil College has not disaggregated data to examine questions of equity in educational opportunities and outcome. Our primary concern, shared by consultants who conducted a recent thorough data analysis project for the College, is that our numbers of underrepresented students are low enough to lead to identifiable data in many instances. Data from the consultants' project has been used to understand student outcomes by program and to guide program improvements. The College is committed to understanding issues of equity related to outcomes and is making the following changes to facilitate this. First, all students graduating with an associate degree are now required to complete a general education skills assessment. The increased data should allow for a more detailed, disaggregated, analysis of the results of this test. Second, the College has added a full-time position to the Institution Research Office, bringing that department to 3 FTEs. Third, the College has invested in data presentation software (Tableau) to allow for greater access to and analysis of data. Lastly, the College has committed to regularly collecting survey data related to the racial climate experienced by our students; the first survey was administered in spring 2022. These changes will make it easier to identify inequities, where sufficient numbers of underrepresented students exist.

## 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. Many of these programs were negatively affected by the pandemic, and are now seeing improvements in enrollment and participation.

*Healthcare Careers.* 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, 58 participants completed Healthcare Careers programs in FY2022. Healthcare careers also provides Basic Life Support/CPR AED courses; 78 students completed this course in FY2022.

*Workforce.* 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 FY22, one organization requested customized training.

Trades programs are limited to evening offerings which can use the public school's specialized classroom space. In 2022, the Veterinary Assistant program graduated 5 students, the HVAC program had 6 completers, the Diesel Technology program had 6 completers, and the Welding program prepared 6 students to test for their Entry Level 1 Certification. In addition, Cecil College and Heating and Air Conditioning Contractors of Maryland continue to partner in a Maryland state-approved four-year HVAC/R apprenticeship program starting in fall 2018; currently 20 students are enrolled in the program. In 2022, the HVAC/R Apprenticeship program graduated its first class with 5 students earning their Journeyman License.

Through the six-month Cecil Leadership program, existing and emerging leaders in business, government, and tourism engage, collaborate, and commit to Cecil County's ongoing development. In 2022, the program returned to its in-person programming had 15 participants. Session topics included hospitality, healthcare, small business, education, youth, and government.

*Transportation Training.* For FY22, Cecil College's Truck Driver training program enrolled 78 students and had 76 graduates. Truck Driver Training students interacted with at least twelve companies in recruitment fair events, through which a large percentage of students secure jobs. The employment rate for the truck driver training program graduates is 87%. In FY22 the Transportation department executed corporate contracts with Amtrak, Aberdeen Proving Ground, Delmarva, George's Towing, Dixie Land Energy, McLane Foods, KEHE, and Maryland MVA, among others

Driver Education provides services to the youth of Cecil County. Six Driver Education cars are in use seven days a week. The program operates with in person classes at Elkton Station, the North East Campus, and virtually. In FY22, 605 students completed the classroom portion of the state's driver education program.

*Lifelong Learning.* Lifelong Learning departments include Personal Enrichment, Youth Education, Senior Education, and Summer Camps. Personal enrichment courses include topics such as floral design, sculpture, boating and boater safety, financial planning, holistic and healthy living, and photography. In addition, Lifelong Learning hosts annual community events such as the Mind, Body, & Spirit Festival. In 2022, this event was held as a virtual speaker event that drew 122 attendees. The event is planning a full return to campus in 2023.

Summer camps have historically been the largest growth area for Lifelong Learning over the past 7 years. It was also one of the most affected programs that resulted in nearly 90% revenue declines in FY20 due to the pandemic. In FY22, summer camps expanded in-person options while maintaining a conservative approach in order to minimize the risk of outbreak. However, as time progressed and the pandemic waned, enrollment grew to nearly 75% of pre-pandemic levels and is expected to fully rebound in FY23 as the program continues to expand camp offerings and add new programs.

*Adult Education.* Although enrollment in Cecil College's Adult Education Program demonstrated a significant increase in FY22 compared to FY21, the enrollment was still lower than pre-pandemic levels. Several factors negatively affected overall enrollment. Since social distancing requirements limited class size for part of the year, the College maintained a waiting list for several classes. Although classes did resume at both the Cecil County Detention Center and the Family Education Center, they were for substantially fewer hours than a normal year. The program continued to offer both onsite and virtual classes for the Elkton Station morning and evening ABE and GED classes utilizing the Hyflex system. In addition, the Program served 35 ESOL students compared to one in FY21.

In spite of low enrollment, twelve students earned a high school credential by passing the GED test, 38 students or 33% increased an educational functioning level as demonstrated by standardized test results, and fourteen students enrolled in the "Transition: Become a Credit Student" course helping them be better prepared for credit bearing courses. The Transition/Outreach Specialist provided intensive support and guidance to students in reaching their employment and post-secondary education goals.

*Milburn Stone Theatre.* The Milburn Stone Theatre (MST) is a community theater hosted by Cecil College. In September 2021, the Milburn Stone Theatre re-opened its doors and presented its first in person production in over 19 months, August Wilson's *Fences*. *Fences* was the first show in MST's history to include a cast completely comprised of black actors from the surrounding community and included the first black female director for MST. Productions through the rest of the season included Music Theatre International's *All Together Now*, a one night only charity concert where proceeds benefited the theatre's 2021/2022 season; the second season of the *Cecil County Independent Film Festival*; Cecil Dance Theatre's *The Nutcracker*; *The Diary of Anne Frank*; the musical *The Who's Tommy*; our annual *Celtic Festival*; the Tony award winning musical *Fun Home*; Cecil Dance Theatre's performance of *The Princess & The Magic Unicorn*; the local premiere of *Cream of The Crop*, a film written by a local Cecil County resident and filmed in Cecil County, featuring several local actors and filmmakers; and the smash hit *Mamma Mia*. Throughout the season we saw over 3,700 individuals during our productions plus another 1,000 for the rental events.

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		494		211		212		71	
2	Number attempting fewer than 18 hours over first 2 years		154		64		40		50	
3	Cohort for analysis (Line 1 – Line 2)		340	100.0%	147	100.0%	172	100.0%	21	100.0%
4	Earned Associate degree from this community college		96	28.2%	61	41.5%	33	19.2%	2	9.5%
5	Earned certificate, but no degree, from this community college		4	1.2%	1	0.7%	3	1.7%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		100	29.4%	62	42.2%	36	20.9%	2	9.5%
7	Transferred to Maryland two-year/technical college		13	3.8%	7	4.8%	6	3.5%	0	0.0%
8	Transferred to Maryland public four-year college		56	16.5%	34	23.1%	20	11.6%	2	9.5%
9	Transferred to Maryland private four-year college or university		0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college		13	3.8%	4	2.7%	9	5.2%	0	0.0%
11	Transferred to out-of-state four-year college or university		36	10.6%	19	12.9%	16	9.3%	1	4.8%
12	Total transfers (sum of Lines 7 - 11)		118	34.7%	64	43.5%	51	29.7%	3	14.3%
13	Graduated from this college and transferred (Line 6 □ Line 12)		51	15.0%	33	22.4%	16	9.3%	2	9.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		167	49.1%	93	63.3%	71	41.3%	3	14.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		57	16.8%	24	16.3%	33	19.2%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)		224	65.9%	117	79.6%	104	60.5%	3	14.3%
17	Enrolled at this community college last term of study period		8	2.4%	3	2.0%	4	2.3%	1	4.8%
18	Successful or persisting (Line 16 + Line 17)		232	68.2%	120	81.6%	108	62.8%	4	19.0%

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	48	4	40	361
2 Number attempting fewer than 18 hours over first 2 years	19	0	11	107
3 Cohort for analysis (Line 1 – Line 2)	29 100.0%	4 100.0%	29 100.0%	254 100.0%
4 Earned Associate degree from this community college	6 20.7%	1 25.0%	5 17.2%	80 31.5%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	3 1.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	6 20.7%	1 25.0%	5 17.2%	83 32.7%
7 Transferred to Maryland two-year/technical college	1 3.4%	2 50.0%	0 0.0%	9 3.5%
8 Transferred to Maryland public four-year college	1 3.4%	1 25.0%	4 13.8%	48 18.9%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	3 10.3%	0 0.0%	3 10.3%	7 2.8%
11 Transferred to out-of-state four-year college or university	4 13.8%	1 25.0%	3 10.3%	24 9.4%
12 Total transfers (sum of Lines 7 - 11)	9 31.0%	4 100.0%	10 34.5%	88 34.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	4 13.8%	1 25.0%	3 10.3%	42 16.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	11 37.9%	4 100.0%	12 41.4%	129 50.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	3 10.3%	0 0.0%	5 17.2%	45 17.7%
16 Successful transition to higher ed (Line 14 + Line 15)	14 48.3%	4 100.0%	17 58.6%	174 68.5%
17 Enrolled at this community college last term of study period	0 0.0%	0 0.0%	0 0.0%	7 2.8%
18 Successful or persisting (Line 16 + Line 17)	14 48.3%	4 100.0%	17 58.6%	181 71.3%

## Cecil College 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	2,391	2,377	2,090	1,783
b. Percent of students enrolled part time	67.3%	67.9%	71.1%	71.1%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	55.0%	37.4%	22.2%	21.1%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	78.0%	79.0%	72.0%	75.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	45	83	44	1
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	74.9%	79.5%	81.9%	89.5%
b. Receiving Pell grants	35.3%	31.7%	34.7%	28.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	26.7%	22.6%	28.8%	28.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	67.7%	68.4%	46.3%	36.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	46.7%		78.0%	37.60%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.9%	6.2%	6.0%	6.0%
b. Black/African American only	8.3%	8.8%	7.9%	8.8%
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%	0.1%
e. Asian only	1.4%	1.7%	1.7%	1.9%
f. White only	77.5%	75.6%	77.0%	76.2%
g. Multiple races	5.8%	5.6%	5.5%	5.1%
h. Foreign/Non-resident alien	0.5%	0.2%	0.1%	0.6%
i. Unknown/Unreported	0.2%	1.5%	1.5%	1.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	7.2%	6.0%	30.5%	26.9%
b. Enrolled in some, but not all, distance education	32.7%	30.8%	62.6%	52.0%
c. Not enrolled in any distance education	60.1%	63.2%	6.9%	21.1%



**Cecil College**  
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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J Unrestricted revenue by source</b>				
a. Tuition and fees	34.0%	33.0%	32.0%	27.0%
b. State funding	23.0%	23.0%	24.0%	25.0%
c. Local funding	43.0%	42.0%	42.0%	46.6%
d. Other	1.0%	2.0%	1.0%	1.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K Expenditures by function</b>				
a. Instruction	40.0%	40.0%	40.0%	39.1%
b. Academic support	11.0%	13.0%	13.0%	13.3%
c. Student services	13.0%	13.0%	13.0%	14.0%
d. Other	36.0%	34.0%	34.0%	33.6%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1 Annual unduplicated headcount</b>					
a. Total	6,788	6,787	6,010	3,756	7,000
b. Credit students	3,082	2,992	2,941	2,544	3,000
c. Continuing education students	3,912	3,965	3,239	1,375	4,000
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2 Market share of first-time, full-time freshmen</b> Note: Methodology changed starting in Fall 2019.	56.4%	60.8%	58.8%	51.9%	58.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3 Market share of part-time undergraduates</b> Note: Methodology changed starting in Fall 2019.	82.7%	84.2%	80.8%	81.2%	83.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2024</b>
<b>4 Market share of recent, college-bound high school graduates</b>	53.4%	58.5%	54.0%	54.0%	55.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5 High school student enrollment</b>	392	465	472	390	550
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6 Annual enrollment in online/hybrid courses</b>					
a. Credit, online	2,831	2,636	2,902	5,200	3,500
b. Continuing education, online	179	279	167	1,138	325
c. Credit, hybrid	1,096	1,110	852	718	900
d. Continuing education, hybrid	0	0	64	0	20
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7 Tuition and mandatory fees</b>					
a. Annual tuition and fees for full-time students	\$4,500	\$4,650	\$4,770	\$4,770	NA
b. Percent of tuition/fees at Md public four-year institutions	48.5%	49.1%	49.2%	48.6%	49.5%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

## Cecil College 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,043	2,056	1,662	484	<b>2,200</b>
b. Annual course enrollments	3,966	4,044	3,439	1,235	<b>4,400</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	317	336	242	70	<b>350</b>
b. Annual course enrollments	523	507	337	112	<b>550</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	30.00%	35.00%	28.00%	27.00%	<b>35.0%</b>
b. At least one ESL educational functioning level	N/A	32.00%	N/A	N/A	<b>32.0%</b>
Note: Not reported if < 50 students in the cohort					

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	21.9%	23.5%	23.0%	23.80%	<b>25.0%</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	18.3%	19.5%	19.1%	24.00%	<b>21.0%</b>

	<b>Jul-18</b>	<b>Jul-19</b>	<b>Jul-20</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	13.4%	13.8%	14.1%	14.5%	<b>NA</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	19.6%	16.7%	14.90%	15.0%	<b>20.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	14.6%	15.4%	11.3%	7.1%	<b>16.0%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	57.7%	51.0%	52.9%	48.9%	<b>55.0%</b>
b. Pell grant recipients	52.1%	50.2%	49.7%	40.5%	<b>52.0%</b>
c. Developmental students	51.4%	51.0%	46.2%	45.0%	<b>52.0%</b>
d. College-ready students	59.7%	51.0%	56.9%	50.2%	<b>60.0%</b>

**Cecil College**  
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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	63.5%	36.6%	32.6%	20.9%	<b>35.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	91.2%	86.2%	80.3%	81.6%	<b>82.0%</b>
b. Developmental completers	63.5%	89.1%	70.9%	62.8%	<b>72.0%</b>
c. Developmental non-completers	16.3%	33.3%	38.5%	19.0%	NA
d. All students in cohort	62.8%	74.8%	67.4%	68.2%	<b>70.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	Not Avail	77.6%	71.9%	71.30%	NA
b. Black/African American only	n<50	84.9%	51.1%	n<50	NA
c. Asian only	n<50	n<50	n<50	n<50	NA
d. Hispanic/Latino	n<50	n<50	n<50	n<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	52.2%	68.9%	62.8%	63.3%	<b>65.0%</b>
b. Developmental completers	42.5%	56.9%	47.5%	41.3%	<b>55.0%</b>
c. Developmental non-completers	11.6%	19.4%	33.3%	14.3%	NA
d. All students in cohort	39.3%	50.5%	50.3%	49.1%	<b>52.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	Not Avail	53.1%	52.3%	50.80%	NA
b. Black/African American only	n<50	n<50	n<50	n<50	NA
c. Asian only	n<50	n<50	n<50	n<50	NA
d. Hispanic/Latino	n<50	n<50	n<50	n<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	557	451	464	309	<b>450</b>
b. Career degrees	193	147	171	128	NA
c. Transfer degrees	286	209	227	150	NA
d. Certificates	78	95	66	31	NA
e. Unduplicated graduates	392	346	370	276	NA

**Cecil College**  
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	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	85.6%	89.0%	91.0%	88.3%	<b>92.0%</b>
	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	55.0%	53.9%	46.1%	50.20%	<b>18.0%</b>

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. National Council of Nursing (NCLEX-RN0)	94.6%	100.0%	88.9%	97.96%	95.0%
Number of Candidates	37	36	45	49	NA
b. Licensed Practical Nurse	100.0%	100.0%	100.0%	100%	100.0%
Number of Candidates	6	10	10	11	NA
c. National Physical Therapy Examination (NPTE-PTA)	100.0%	100.0%	100.0%	84%	100.0%
Number of Candidates	7	16	9	13	NA
d. Commercial Truck Driver	95.0%	98.0%	99.0%	100%	95.0%
Note: Not reported if <5 candidates in a year	77	102	127	62	NA
	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	69.0%	66.0%	64.0%	55.9%	NA
	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$15,516	\$13,292	\$15,032	\$14,992	NA
b. Median annualized income three years after graduation	\$37,752	\$47,560	\$41,628	\$39,984	NA
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,637	1,760	1,396	1,022	1,800
b. Annual course enrollments	2,481	2,790	2,192	1,749	2,900

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,319	1,413	1,229	943	1,400
b. Annual course enrollments	1,979	2,315	1,911	1,649	2,300
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	283	250	107	99	275
b. Annual course enrollments	473	300	157	131	425

Note: NA designates not applicable  
\* designates data not available

## 2022 Performance Accountability Report Chesapeake College

### Mission

*Chesapeake College empowers students from diverse communities to excel in further education, employment, and participation in an interconnected world.*

### Institutional Assessment

Chesapeake College is a comprehensive public two-year regional community college serving the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties on the Eastern Shore. Chesapeake offers a selection of credit and non-credit programs and courses to help students prepare for transfer to four-year institutions, begin a career, enhance work-related skills, or expand their general knowledge. The college offers many opportunities for further academic, social, personal, cultural, and athletic development through a variety of extracurricular and co-curricular activities. In FY2022, the college served 5,005 unique credit and non-credit students.

The student population is quite varied. Approximately three-fourths of fall 2021 credit students were enrolled part-time while 25.6% were persons of color and nearly one-third were the first in their family to attend college. Twenty-six percent of first-time credit students entered with developmental needs. Some 27.8% received a Pell grant in FY2021 while 42.9% received some sort of financial aid. In FY2021, 24.9% of credit students and 77.6% of non-credit students were over the age of 25. In fall 2021, 48.1% of students were enrolled exclusively in distance education.

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.

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

Chesapeake College remains committed to the goal of increasing access to higher education for the residents in the service region. Since the pandemic, college enrollments have been depressed across the state and Chesapeake College is no exception. Chesapeake continues efforts to rebound from enrollment losses suffered during FY2020 and FY2021. In FY2021, the college served 39% fewer students than in the previous year. This loss is mostly attributed to a strong curtailing of noncredit offerings during the period of high Covid restrictions. During this period of minimal noncredit offerings, enrollments in community service and lifelong decreased 88.4%, while enrollments in basic skills and literacy courses declined 50.9%. Thankfully, FY2022 has already seen a large rebound in noncredit enrollment with a 92.1% increase in noncredit FTE over the prior year. The total unduplicated headcount, for credit and noncredit students combined, increased 21.3% in FY2022.

Credit courses continued to support the same offerings as previous years, but also experienced decreased enrollments, although not as severe as the noncredit losses. As many colleges struggled to maintain enrollment, more students were drawn away from community colleges in favor of four-year schools. Chesapeake Colleges' market share for first-time full-time freshmen fell 4.2% to 34.9% in fall 2021. And its market share of recent college-bound high school graduates declined 6.8% to 45.7%.

More positively, the number of dual enrolled high school students remained relatively the same. Tuition and mandatory fees were kept at the same rate as the previous two years to continue to make college affordable for our students. In FY2021, our enrollments in online credit courses skyrocketed 177%, due to the switch to mostly online offerings during the pandemic. Noncredit online enrollments also increased 41.7%, despite the lack of noncredit courses. And while enrollment was down, Chesapeake College continued to serve a disproportionate number of nonwhite students in the five county region. The percent of nonwhite service area population over the age of 15 is 21.1%. The percentage of nonwhite credit enrollment was 25.6% in fall 2021 and the percent of nonwhite continuing education enrollment in FY2021 was 48.6%.

Expanded placement options have improved college readiness, allowing more students to enter college-level classes from the start. The percentage of first-time college students with developmental education needs has dropped for the fourth consecutive year. In fall 2021, only 26.4% of first-time credit students required developmental education courses. This is down from 73.2% in fall of 2017. Much of this change is attributed to accepting a high school GPA of 3.0 or better as a measure of college readiness in English, and a high school GPA of 3.0 or better, with a C or better in Algebra II, as an indication of college readiness in math. There are now several ways students can demonstrate college readiness, as an alternative to taking a placement exam. These include completing a high school transition course, qualifying SAT or ACT scores, or earning a qualifying score on Advanced Placement (AP) exams, but among these avenues, the high school GPA option is utilized most often.

Our ESOL program has been reaching more students with expansion to online classes. The number of students has begun to rebound from Covid-depressed levels in FY2021 with an increase in headcount of 84.6% in FY2022.

In FY2022, the rebound of non-credit enrollment has offset some of declines in credit enrollment. The annual unduplicated headcount of noncredit students increased 62.6% in FY2022. After many of the noncredit offerings were shut down in FY2021, the college was able to revive many courses and workforce programs in FY2022. Several of these programs were aided by funding provided to students through the Workforce Investment Board (WIB). Chesapeake College worked closely with the WIB to expand enrollments and assist local residents in training for jobs to meet regional needs. One example of this is the Commercial Driver's License (CDL) program that currently has a waitlist until the spring due to the amount of demand.

One of the best ways we can improve access to higher education is to make it more affordable for students. The Chesapeake College conducted several interventions this past year to help students to be able to afford college. The college distributed its full allotment of funding from

the Higher Education Emergency Relief Fund (HEERF). In FY2022, the college provided 740 awards to students totaling \$1,901,885. Any student was allowed to apply for HEERF funds, including dual enrolled and noncredit students. In addition, the college used institutional HEERF funds to relieve outstanding debt balances for 155 students totaling about \$123,526. This was enacted to enable these students to be able to re-enroll and continue their education.

The college's role in helping students take advantage of Maryland Promise encompasses widespread outreach in the region to encourage students to complete the FAFSA by March 1 and informing them of the various financial aid options available. Maryland Promise provided \$135,801 to 33 students.

In order to encourage students who are near completion to finish their programs, the college identifies and communicates with students who have at least 45 credits toward a degree and encourages them to apply for the near-completer scholarship. This communication occurs in late spring in advance of the fall semester.

The college maintains a staff position dedicated to coordinating services for veterans. This allows for personalized attention through the process of certifying veteran status and obtaining military benefits. There are also various scholarships available through the financial aid office that are specific to veteran students.

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

Chesapeake College has worked to maintain the success of its students during the pandemic. While many students struggled with online learning, job loss and social disengagement during the past two years, the college as had to adapt to current conditions. Faculty have attended trainings to learn more about improving online instruction. Instructors have had to deal with learning loss and students have struggled with food insecurity and other social and socio-economic issues exacerbated by the pandemic. Despite these struggles, the college has seen gains in a several success measures, drawing attention to its ability to adapt and continue to serve students under changing conditions.

Many of the measures related to the Degree Progress Analysis have shown improvement. The Successful-persister rates for the fall 2017 cohort improved for all four categories, college-ready, developmental completers, developmental non-completers, and all students in the cohort. College ready students improved the most with a 9.6% gain over the past cohort. This may be related to the success of the high school GPA initiative, which began in 2017 and has been increasing the number of students entering as college-ready. The graduation-transfer rates after four years also improved for all four categories. All students in the cohort saw a 13.2% increase in this measure. Total awards and the unduplicated number of graduates increased marginally, despite declines in total enrollment, in FY2021. The percentage of transfer students with a first-year GPA of 2.0 or better also improved from 84.4% to 88.0%.



Chesapeake continues to produce graduates and confer awards in similar numbers despite fewer students. Compared to one year ago, in FY2021 there were seven more graduates and six more awards despite 11% fewer credit students.

The licensure pass rates for Chesapeake's healthcare programs remains robust. Three out of five programs, including Radiologic Technology, Registered Nursing, and Paramedic recorded pass rates of 90% or better. The pass rates for Surgical Technology improved from the previous year to 83.3%. The only program to experience a decline in pass rate was Physical Therapist Assistant, which declined from 75.0% to 63.3%. This program increased its number of candidates significantly from the year before, from four to 11, which is commendable, and this change likely affected this metric.

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

The past year saw noncredit offerings significantly curtailed due to the pandemic, necessitating caution in scheduling in-person instruction. In FY2022, there was a rebound in workforce training enrollments. The college has promoted and developed workforce training offerings through partnership and program development. Enrollments in workforce development courses are up 34.5% and enrollments in license/certification courses are up 15.7% in FY2022. Contract training course enrollments have increased 124.7% since last year, reestablishing many long-held partnerships with local businesses.

Many of these partnerships are facilitated by the various engagement functions conducted by the college. Members of the college administration attend the Workforce Investment Board's Local Area Council, which brings together educators, business members, and higher education staff in the interest of career and technology education. The WIB also hosts Program Advisory Council meetings where business members meet with faculty and advise program curriculum and development. The college also co-sponsors job fairs, is a member of the local chambers of commerce, and engages with the counties' offices of Economic Development Activities.

The Computer Science Technology (CST) program applied for and received a grant award of \$317,000 from the National Science Foundation. The work of this grant will focus on increasing female student enrollment and retention in computer science technology, while preparing all CST students for future employment. As part of the grant application process, the college conducted a survey with local IT firms to determine their workforce needs the desired skill sets for employees.

The college also posts job openings on classroom bulletin boards, our job search engine, and Career Services emailed listserv. Instructors invite employers to visit classrooms to talk about their businesses and take student field trips to businesses so that students can see the real world application of the learning.

In preparation for adding an Advanced Manufacturing Program, we conducted a survey with local employers to determine their needs related to specific skills and current hiring

challenges. An Advanced Manufacturing Program Advisory Committee was created to assist this long-term project.

For credit students, the college is enhancing its capacity to provide hy-flex instruction, where faculty can teach students both in-person and online simultaneously. The college purchased more permanent equipment to support faculty conducting hy-flex instruction at both the Wye Mills and Cambridge locations. New production studios have been built on campus for faculty to create instructional content for their online courses. Several faculty were given Innovation grants to redesign their courses to make them mastery courses. In addition, new technology is being used to enhance instruction for our career programs. The paramedic program has a new Anatomage simulation table for training new EMTs. This provides a means of teaching anatomy and physiology without the use of actual cadavers. Skilled trades now has a virtual welding apparatus that allows students to practice their welds in a simulated environment, allowing for low cost repetition before using actual materials. A mobile CDL truck-driving simulator was purchased to allow students to practice road skills safely and without paying the high cost of gas. This simulator is in a mobile van, which will also serve as a recruiting tool to advertise this program.

The college provided necessary upgrades to its IT infrastructure. Upgrades and improvements to the Wi-Fi system were completed throughout campus. We adopted an enterprise risk management approach with a focus on infrastructure risks in light of the increasingly complex threat landscape due to global and socio-economic events. We migrated student-billing service to a new system making payments easier and more accessible for our students. Funding for IT projects prioritized computer labs, classroom technology, and laptop/tablet carts to enhance instruction. Unfortunately, current conditions dictate additional layers of cyber security. The college implemented multi-factor authentication for faculty and staff for many services and implemented VPN for employees working from home.

### **Institutional Response to Questions Raised by the Commission**

- What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?

Like many colleges, Chesapeake College experienced a significant decline in enrollment during the past two years. In the ongoing effort to increase access and support student success, the biggest challenge the college faces is replacing FTE lost during the pandemic. Having lost 15.4% of funded credit FTE since FY2020, the college is looking for new ways to attract and retain students. While Chesapeake College maintains the highest market share for college-bound students in our region, the annual draw rate of local high school graduates has been declining. Not only has there been a larger share of students attending four-year schools, as these larger institutions have broadened recruitment to make up their own enrollment losses, but there are likely more students not attending higher education at all. With uncertainty about the value of higher education (in some minds) plus low unemployment, more students may be ambivalent about attending college. While Chesapeake College will continue to serve a range of students, from all age groups with a variety of educational goals, the college recognizes a need to focus its

attention on students who have had to deal with multiple challenges in the past year. These are the students who cannot necessarily afford the four-year options, or do not have the academic transcripts sufficient for entry. We are preparing to accommodate students' learning loss as we enroll many students whose final years of high school education were conducted mostly online. The tutoring center has provided more sessions this past year than the previous year, while the college has served fewer students. Access to tutoring now can happen in a variety of ways, both in-person and online, with scheduled appointments, drop-in sessions, expanded hours, and embedded tutoring. There are more students who suffer food insecurity and financial challenges. We have expanded our corner of care, which provides meals and staples to students, as well as snack stations around campus. The college has partnered with mental health providers to make these services easy to access.

In planning for this shift in focus, we recognize that our students' of color often have greater disadvantages academically and financially. We are working to become more aware of these differences and meet these challenges. We also recognize that the age group with the largest enrollment declines over the past several years consists of students 25 and older. Through partnership with the Workforce Investment Board, the college has bolstered skilled trades programming to provide job training for adults and to meet community needs.

We cannot control the factors that dictate societal changes, but we can adapt to them. We aim to better serve the students that are coming to us, with the myriad challenges they face, to improve retention and completion and make their occupational dreams a reality. We are the most influential institution in the region able to help citizens move from lower class to middle class. Moreover, we continue do this work, and refine our methods, every day.

- Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

Chesapeake College has plans to develop a series of metrics that will provide insight into equity issues for our students. These mechanisms to provide these metrics are still being finalized. The measures were derived from the work of the President's Diversity, Equity and Inclusion Advisory Group and the institutional research office. The measures will include course success, retention rates, graduation/transfer rates, and credits earned for several populations on campus. Following a definition of diversity that goes beyond race and ethnicity, the measures will be compiled for Pell grant recipients, first-generation students, specific age groups, and gender, in addition to race and ethnicity. These measures will be visible via a Power BI report that will provide easy access and the ability to view the measures with filtering by group membership and time frame. The reason these data are not currently available is that it has taken the institutional research office longer than anticipated to complete this project. The preliminary data related to course success does indicate there are differences between some race groups. Course success rates over the past ten years show that White and Asian students have a significantly higher success rates than Black students. More data will be provided when this project is completely in place. In the meantime, the college administration has relied upon existing measures to develop awareness of some of the differences in outcomes among our students population including

IPEDS graduation and transfer rates, PAR Indicator 14 Fall-to-Fall Retention, PAR Indicator 16 Successful-Persister Rate, KPI 1.11 Fall-to-Spring Retention, KPI 1.14 Spring to fall persistence, and KPI 1.15 Minority students' fall to fall retention.

## **Community Outreach and Impact**

The college continues to incorporate community outreach and connection into its regular activities. The campus is located on the boarder of Queen Anne's and Talbot Counties, and right off of Route 50, the main artery of the mid-Eastern Shore. This location has advantages for centralized events that draw people from our service region. The College served as the base location for fundraising bike rides including ShoreRivers Ride for Clean Rivers and the Police Unity Bike Tour. The college regularly partners with ShoreRiver to be better stewards of the land and assess runoff to our local tributaries. The funds raised from the Ride for Clean Rivers will go toward ShoreRivers' science-based education, restoration, and water quality monitoring programs. The primary purpose of the Police Unity Tour is to raise awareness of Law Enforcement Officers who have died in the line of duty. The secondary purpose is to raise funds for the National Law Enforcement Officers Memorial and Museum. The college often serves as a training site for local first responders from the Queen Anne's County Sheriff and Queen Anne's County Department of Emergency Services.

Chesapeake College provided a location for area Rotary clubs, in conjunction with Meals of Hope, to package 100,000 meals for the food insecure on October 16 for their annual day of service. The mission of Meals of Hope is "To inspire and empower communities to come together to end hunger." The College provided the space for the event in the HPAC building and had several staff and students volunteer during the event.

The Cambridge Campus often serves as a centralized venue in downtown Cambridge, which hosts a number of events for community organizations and local government, as well as non-profit and commercial partners. The Cambridge Center worked with the non-profit Partnership for Learning to host the second annual Student Success Conference, and served as the location for the Fourth Annual Dorchester County Youth Expo. Each event welcomed more than 50 local youth to explore career and education opportunities on the Eastern Shore. The all-day events featured speakers from a variety of different professional fields, panel discussions and Q&A sessions.

The Cambridge Center also hosted the Dorchester County Chamber of Commerce Candidate Forums, where candidates for County and state elections answered questions in a panel forum, which was open to the public and broadcast virtually and on the radio.

Established events, which have expanded and needed more space, have also taken advantage of the Cambridge Center. The Harriett Tubman Town Hall, part of the successful Day of Resilience celebration in Cambridge, welcomed the ambassador of Sierra Leone for a hybrid discussion, where the group utilized technology to welcome more than 230 people through a Zoom format and in-person attendance to discuss historical topics pertinent to the Day of Resilience and topics of race.

Chesapeake College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		435		204		114		117	
2	Number attempting fewer than 18 hours over first 2 years		158		54		24		80	
3	Cohort for analysis (Line 1 – Line 2)		277	100.0%	150	100.0%	90	100.0%	37	100.0%
4	Earned Associate degree from this community college		104	37.5%	74	49.3%	30	33.3%	0	0.0%
5	Earned certificate, but no degree, from this community college		9	3.2%	2	1.3%	2	2.2%	5	13.5%
6	Total associate and certificate graduates (Line 4 + Line 5)		113	40.8%	76	50.7%	32	35.6%	5	13.5%
7	Transferred to Maryland two-year/technical college		19	6.9%	11	7.3%	6	6.7%	2	5.4%
8	Transferred to Maryland public four-year college		91	32.9%	65	43.3%	22	24.4%	4	10.8%
9	Transferred to Maryland private four-year college or university		3	1.1%	3	2.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college		5	1.8%	2	1.3%	3	3.3%	0	0.0%
11	Transferred to out-of-state four-year college or university		21	7.6%	14	9.3%	4	4.4%	3	8.1%
12	Total transfers (sum of Lines 7 - 11)		139	50.2%	95	63.3%	35	38.9%	9	24.3%
13	Graduated from this college and transferred (Line 6 ∩ Line 12)		62	22.4%	47	31.3%	15	16.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		190	68.6%	124	82.7%	52	57.8%	14	37.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		28	10.1%	13	8.7%	13	14.4%	2	5.4%
16	Successful transition to higher ed (Line 14 + Line 15)		218	78.7%	137	91.3%	65	72.2%	16	43.2%
17	Enrolled at this community college last term of study period		9	3.2%	3	2.0%	5	5.6%	1	2.7%
18	Successful or persisting (Line 16 + Line 17)		227	81.9%	140	93.3%	70	77.8%	17	45.9%

## Chesapeake College 2022 Accountability Report

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	1,981	2,184	1,904	1,738
b. Percent of students enrolled part time	75.8%	74.2%	73.4%	76.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	39.5%	37.5%	32.4%	26.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	36.8%		35.1%	
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	559	510	500	221
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	44.0%	45.8%	46.4%	42.9%
b. Receiving Pell grants	31.5%	29.6%	28.9%	27.8%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	27.8%	24.9%	26.1%	24.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	94.5%	97.8%	98.5%	77.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week		48.0%		40.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.8%	6.1%	6.4%	6.9%
b. Black/African American only	14.0%	13.8%	12.4%	12.1%
c. American Indian or Alaskan native only	1.2%	0.8%	0.7%	0.5%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.2%	0.3%	0.2%
e. Asian only	1.2%	1.7%	1.7%	1.6%
f. White only	68.5%	68.6%	70.3%	70.6%
g. Multiple races	2.9%	2.7%	3.0%	3.3%
h. Foreign/Non-resident alien	1.5%	1.6%	1.2%	0.9%
i. Unknown/Unreported	4.8%	4.4%	4.0%	4.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	15.6%	17.3%	93.7%	48.1%
b. Enrolled in some, but not all, distance education	36.3%	34.8%	3.0%	27.7%
c. Not enrolled in any distance education	48.1%	48.0%	3.3%	24.2%

## Chesapeake College 2022 Accountability Report

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
J Unrestricted revenue by source				
a. Tuition and fees	31.9%	30.4%	30.7%	28.1%
b. State funding	30.0%	31.1%	31.1%	31.3%
c. Local funding	30.1%	28.2%	30.7%	29.1%
d. Other	8.0%	8.5%	7.5%	8.5%

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
K Expenditures by function				
a. Instruction	49.4%	48.0%	48.4%	47.6%
b. Academic support	6.9%	7.1%	7.6%	6.8%
c. Student services	9.3%	9.3%	9.5%	9.8%
d. Other	34.4%	35.5%	34.5%	35.8%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
1 Annual unduplicated headcount					
a. Total	7,583	7,380	6,832	4,124	<b>8,195</b>
b. Credit students	2,839	2,790	2,849	2,533	<b>3,419</b>
c. Continuing education students	4,917	4,769	4,136	1,685	<b>4,966</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	39.0%	42.0%	39.1%	34.9%	<b>45.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	71.0%	72.2%	68.2%	66.0%	<b>73.0%</b>

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
4 Market share of recent, college-bound high school graduates	51.0%	45.9%	52.5%	45.7%	<b>50.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
5 High school student enrollment	394	456	350	343	<b>496</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
6 Annual enrollment in online/hybrid courses					
a. Credit, online	2,939	3,133	3,664	9,334	<b>6,500</b>
b. Continuing education, online	499	605	595	231	<b>1,000</b>
c. Credit, hybrid	776	812	908	195	
d. Continuing education, hybrid	0	72	48	37	

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,760	\$4,850	\$4,850	\$4,850	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	50.3%	50.1%	50.2%	49.4%	<b>47.9%</b>

## Chesapeake College 2022 Accountability Report

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,735	1,459	1,193	138	<b>654</b>
b. Annual course enrollments	4,713	4,330	3,006	204	<b>1,186</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	873	808	744	365	<b>912</b>
b. Annual course enrollments	1,711	1,628	1,289	700	<b>1,728</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	20.6%	20.0%	10.3%	20.9%	<b>20.1%</b>
b. At least one ESL educational functioning level	29.1%	23.7%	15.2%	19.9%	<b>27.1%</b>
Note: Not reported if < 50 students in the cohort					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	27.0%	27.2%	25.7%	25.6%	<b>29.5%</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	36.7%	34.3%	50.4%	40.6%	<b>38.0%</b>
	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	20.4%	20.7%	21.0%	21.1%	<b>NA</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	7.7%	9.4%	9.8%	8.2%	<b>12.7%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	14.6%	12.4%	12.0%	13.1%	<b>14.2%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	51.7%	52.1%	49.7%	50.5%	<b>56.0%</b>
b. Pell grant recipients	50.2%	51.6%	48.5%	47.6%	<b>55.0%</b>
c. Developmental students	47.0%	39.0%	41.1%	47.1%	<b>39.0%</b>
d. College-ready students	60.9%	61.0%	55.1%	52.8%	<b>62.0%</b>



## Chesapeake College 2022 Accountability Report

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	41.3%	39.6%	41.3%	49.4%	<b>39.0%</b>
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.9%	82.6%	73.3%	93.3%	<b>89.0%</b>
b. Developmental completers	86.3%	84.5%	75.6%	77.8%	<b>81.0%</b>
c. Developmental non-completers	48.7%	32.9%	42.2%	45.9%	NA
d. All students in cohort	78.8%	72.5%	73.3%	81.7%	<b>84.0%</b>
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	81.5%	71.8%	78.2%	83.1%	NA
b. Black/African American only	<50	65.2%	<50	<50	NA
c. Asian only	<50	<50	<50	<50	NA
d. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	80.7%	73.6%	70.4%	82.7%	<b>79.0%</b>
b. Developmental completers	60.1%	55.8%	53.8%	57.8%	<b>62.0%</b>
c. Developmental non-completers	35.9%	24.3%	26.7%	37.8%	NA
d. All students in cohort	61.2%	55.6%	55.1%	68.3%	<b>65.0%</b>
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	63.3%	56.8%	60.4%	72.3%	NA
b. Black/African American only	<50	<50	<50	<50	NA
c. Asian only	<50	<50	<50	<50	NA
d. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	329	301	292	298	<b>355</b>
b. Career degrees	114	100	104	111	NA
c. Transfer degrees	152	143	139	135	NA
d. Certificates	64	58	49	52	NA
e. Unduplicated graduates	324	297	289	296	NA

## Chesapeake College 2022 Accountability Report

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-19</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	82.4%	84.5%	84.4%	88.0%	<b>87.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	64.6%	47.6%	50.8%	41.6%	<b>60.0%</b>

### Goal 3: Innovation

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology (AART)	90.0%	100.0%	100.0%	90.0%	<b>95.0%</b>
Number of Candidates	10	10	6	10	
b. Registered Nurse (NCLEX-RN)	84.6%	100.0%	97.5%	93.8%	<b>90.0%</b>
Number of Candidates	39	32	40	32	
c. Physical Therapist Assistant (NPTE)	100.0%	100.0%	75.0%	63.6%	<b>90.0%</b>
Number of Candidates	6	4	4	11	
d. Surgical Technology (NBSTSA)	66.7%	87.5%	80.0%	83.3%	<b>90.0%</b>
Number of Candidates	6	8	5	6	
e. Paramedic, National Registry Exam	85.7%	92.3%	100.0%	100.0%	<b>90.0%</b>
Number of Candidates	7	13	9	6	

Note: Not reported if <5 candidates in a year

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	87.5%	87.1%	82.5%	81.7%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$16,544	\$21,872	\$21,888	\$20,236	NA
b. Median annualized income three years after graduation	\$45,928	\$51,128	\$49,240	\$43,720	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,390	2,563	2,256	1,221	<b>2,568</b>
b. Annual course enrollments	4,020	4,276	3,727	2,356	<b>4,282</b>

## Chesapeake College 2022 Accountability Report

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,657	1,730	1,501	1,056	<b>1,828</b>
b. Annual course enrollments	2,852	2,998	2,619	2,071	<b>3,167</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,646	1,470	1,536	392	<b>1,663</b>
b. Annual course enrollments	2,412	1,985	2,153	663	<b>2,343</b>

Note: NA designates not applicable  
\* designates data not available

# COLLEGE OF SOUTHERN MARYLAND

## I. MISSION

Institutional Mission Statement (MHEC approved January 2019, reviewed FY21)

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.

## II. INSTITUTIONAL ASSESSMENT

### Overview

Year three of CSM's Achieving the Dream work saw a collegewide shift in philosophy and action which was led by President's Council and our Board of Trustees. The continuation of ATD priorities (in financial, human, technology, and space resources) has leveraged their institutional capacity for learning, divisional communication and collaboration, and policy development. This has led to leadership espousing a share institutional vision which has filtered down within the institution, and to our students. This was especially apparent during the Year One of the college's 2021-2024 Strategic Plan where the work of the three ATD workgroups is the first tenet (one of three). Student success and completion has been embedded to be front and center and is at the heart of all institutional activities. In the past year, CSM has redesigned the curriculum and transitioned in a 7-week course format. The goal of the 7-week course format is to provide students with an accelerated model of learning that might better fit their professional and personal lifestyles. CSM has seen increases in their semester Pass/Fail rate for students enrolled in the 7-week courses and has also received positive feedback from students in data collected in Course Evaluations and ATD Student Focus Groups. They have reorganized and streamlined their structure where there are clear lines of responsibility, and greater levels of accountability for those functions that impact students. The use of disaggregated data has been a leading driver in supporting how units are aligned, and where CSM needs to provide additional financial, human, technology, and space resources.

Specifically, CSM has scaled their work this past year in supporting students in the following ways:

- 1) Economy: The downturn in the national economy has forced many students and families to make tough decisions regarding their education. We have learned in to support students and families by providing essential resources to smooth the transition and decision-making process. They have food pantries on three of their campuses, increased counseling and mental health services, and mentoring opportunities for any students who needs support.
- 2) Pandemic: The Pandemic has affected all aspects of higher learning, but CSM has worked hard to cope with this change my revamping their on-campus hours of operations, testing, and safety protocols for all campus operations. They have revamped the communication network so that information is timely and effective in informing all regarding college status and safety levels.
- 3) Workforce Shortages: Workforce shortages have forced CSM to cross-train and create new workflow opportunities for staff. Additionally, the institution has reprioritized the employee experience by strategically offering a CSM Employee Retention Program which includes a bonus for employees who were with the college on July 1, 2022 and remain with the college until July 1, 2024.
- 4) Remote learning options: Classroom instruction and faculty continue to tweak and review instruction modalities to support student learning. As a result, many hybrid, Hy-flex and

remote learning options have been created and utilized by faculty and students. Students have responded well to the switch in modality, but CSM continues to see more students wanting to return to campus for face-to-face instruction.

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

CSM recognizes that, while many things affect students' abilities to complete their programs in a timely manner, we must reduce all barriers within our control to ensure the best student outcomes possible.

Unduplicated Student Headcount

Over the last three years, CSM's annual unduplicated headcount has declined 32.4% from 20,213 in FY19 to 13,662 in FY21 (Indicator 1). The breakout of credit and continuing education unduplicated headcounts both follow the same pattern at 19.3% and 45.0% decreases respectively (Indicator 1a and 1b). College affordability continues to be a national challenge and remains a top priority for CSM. Even with declining enrollments, and through sound fiscal management, CSM tuition and fees saw a very small 2% increase for FY22, which allowed CSM students to pay only 51.2% of the cost of Maryland four-year public institutions (Indicator 7). The College is dedicated to providing an accessible, accredited, and affordable education to a diverse student population.

Diversity, Equity, and Inclusion

The issues of race and equity remain critical to the work at CSM. Elements of this commitment can be found in their college Strategic Plan, as well as Diversity Dashboard. However, these are just words on a piece of paper. Race, Equity, and Inclusion needs on the ground action. Through CSM Student Government Association and other student organizations monthly conversations regarding race and equity are offered for all students. This past year, two student organizations emerged with specific focus on diversity and inclusion. EXITO which means Success in Spanish was formed to provide Latino and Spanish speaking students with a voice, presence, and support at CSM. The other organization that emerged is an International Student Club which currently has student members from over 20 countries. Both student groups are encouraged to discuss and confront issues of race and equity across CSM. Another important commitment from CSM leadership on race and equity, the college created a Professor of Equity and Diversity position. This individual has been hired and began work in August of 2022.

Quantitatively, CSM continued to see an increase in minority student enrollment compared to services area for both nonwhite credit enrollment and nonwhite continuing education enrollment (Indicator 11). The credit number increased from 47.6% to 49.7% and the continuing education number increased from 38.0% to 43.6%. This continuing education number reflects a 5.6% in these student populations. This indicator reflects the hard work the college is doing to recruit and retain students of color.

Advising

In FY22, CSM Academic Advising was redesigned to accommodate a Pathway Model structure where every student was assigned a specific advisor based on the student's academic plan. This technique was chosen by design to close current equity gaps. Students selected for this Pathway Model program were from underrepresented cohorts. These students are often the ones who do not have access, or do not take advantage of the access, of resources and staff support to catch them early in their academic journey. The goal was for the redesigned structure and the enhanced communication with the advisor would discourage early exiting and support a more streamlined approach for our student. This in the end would support greater levels of persistence, retention, and

completion.

Specific to ACCESS, CSM accomplished the following in FY22:

- Trained nearly 200 faculty members to implement national best practices in student success via the Hawk: Go! platform offered through the Learning Management System
  - Hosted 27 training sessions
  - Led by nine members of CSM academic support team members
- Developed a shared script, case studies and video segments for TEA-1200, a mandatory, synchronous, interactive three-hour training for instructors to implement Hawk: Go!
- Streamlined the Hawk: Go! materials for use in 19 high-enrollment, first-year Gateway Courses. These courses span six disciplines, and represent both developmental and credit courses
- Ran a Pilot Program in support of Achieving the Dream to over 80 incoming students. The program intentionally included full-time tuition and fees, books, and a laptop as well as increased communication and mentoring from Academic Advisors. A survey conducted to this group showed (68.9% response rate):
  - Students rated the most impactful elements of the program:
    - 1) Tuition, fees and books paid (91%)
    - 2) Assigned Academic Advising (78.5%)
    - 3) Laptop/Accessories distribution (76%)
  - Students rated they enjoyed most about the program:
    - 1) Financial support
    - 2) Resource support
    - 3) their relationship with their academic advisor
- Expanded the number of students completing FASFA applications through strategic increased communication, improved processes, and removed barriers
- Piloted new HawkHubs to triage and quickly respond to student admissions, registration, enrollment, and academic needs (offered to all credit and credit-free students)
- Developed Registration Live events to provide students with admissions, advising and registration services in one comprehensive session

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

#### Retention and Transfer Rates

Unfortunately, CSM's All Student fall-to-fall retention rates saw a small drop from 55.0% to 53.0% in the past year. Additionally, Pell grant recipient students also saw a small decrease in fall-to-fall retention lowering from 51.1% to 49.4% (Indicator 14). Graduation-transfer rate after four years decreased slightly for College-Ready students and Developmental Completers (Indicator 18). Very positively, Hispanic Graduate Transfers within one year increased over 10% in the last year and exceeded the four-year average (Indicator 19). CSM currently holds over 260 transfer agreements with over 70 partnering institutions, CSM's transfer success is proving to be one of the strongest opportunities for students. In Academic Year 2021, the first-year GPA of 2.0 or above for CSM graduates saw a five-year high at 89.5% (Indicator 21).

#### Number of Degrees and Certificates

Another strong indicator of completion is the number of associate degrees and certificates awarded. In FY22, CSM awarded over 2,000 total awards which can be broken down to 315 career degrees, 653 transfer degrees, and a very large increase to 1,524 certificates (Indicator 20). CSM's unduplicated number of graduates increased by 34.7% over the last year. Numbers the school has

not seen since pre-COVID.

### Shortened academic terms

CSM has offered courses in shortened formats for almost 20 years. From weekend courses to 1-week and 3-week winter sessions, there have been a variety of offerings. However, in the past, there has never been a systematized implementation. Starting Fall 2021, at least 80% of course offerings were in a 7-week format, allowing students to focus on just a few courses at a time and potentially complete their degrees faster. CSM continually assesses student success in each different term length, including the 7-week sessions.

Specific to SUPPORT, CSM accomplished the following in FY22:

- Provided over 400 students with laptops and other technology to ensure equity for all learners
- Institutionalized the consistent use of data disaggregation by gender, race/ethnicity, and economic status in planning and decision making
- Increased minimum wage for all CSM Student Assistants and Work Study Students to \$15
- Extended hours and coverage for student computer labs and WiFi Cafés
- Expanded Hy-Flex course offerings to almost 200 sections in FY22
  - Fall 2021 total of 71 sections
  - Spring 2022 total of 121 sections
- The use of the Scholarship Finder website for credit students increased by 42% 2020-2022
- The use of the Scholarship Finder website for credit-free students increase by 23% in 2020-2022
- The financial aid website was updated and streamlined to make the process for applying for student aid less cumbersome.
- The financial aid website now utilizes a Chatbot feature (Ask Talon the Hawk) to provide students with immediate access to their requested information.
- Translated Financial Aid information to Spanish to support non-English speaking students
- Utilized student survey information from focus groups to refine the type and frequency of information distributed to students
- Established and institutionalized the creation of a Starfish Administrative Workgroup to ensure consistency in policy and work to make sure students stay on track
- Designed, developed, implemented, and evaluated a NEOED Learn training system for staff on the use of Starfish Kudos
  - Over 75 staff and faculty have been trained.
  - Over 2600 Kudos were raised during Fall 2021 Terms 1 and 2 as opposed to just 232 Kudos in Fall 2020 Terms 1 and 2.
- Implemented mandatory hiring committee training to promote equitable hiring practices which will in-turn increase diverse hiring

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

In addition to the above mentioned CSM Employee Retention program and in commitment to the Defining Our Future institutional strategic plan, CSM remains committed to reconceptualizing where and how they work and ensuring that the workplace environment is inclusive, participatory, and encourages employee engagement at all levels (Goal 4). To this end, CSM successfully completed their first full-year of active Participatory Governance. Establishing a Participatory Governance process at CSM will allow the institution to stream-line new and

innovative ideas. In addition, CSM also hosted a successful Hawk Pitch event where several employees ‘pitched’ their innovative ideas ala Shark Tank style. This work will be expanded to include students in FY23.

#### FY22 Technology Improvements

- Provided dual monitors, keyboards, and mice to all approved teleworkers / supported laptop devices; added more Hy-Flex Classrooms.
- Restructured Technology Support Services so that all three (3) campuses are staffed with the same level of technician expertise/support.
- Deploying and staffing new technology support organizational structure.
- Discontinued the custom Continuing Education registration system (Web Advisor) and replaced with Modern Campus’s Lumens platform, “... higher education experts focused on empowering [your] institution to engage modern learners in a rapidly transforming market. With Modern Campus you can create a *learner-to-earner lifecycle* that engages modern learners for life, while providing modern administrators with the tools needed to streamline workflows and drive high efficiency.”
- Identity Manager has been updated to the current version, Access Manager upgrade is about 75% complete. Cloud
- Updating training modules in NeoEd Learn.
- Information Management Technology has proactively developed a maintenance refresh budget for the next five years.
- The ST(udent) module in Colleague has been implemented with a filter for Course Section Analysis.

#### FY22 Physical Site Improvements

Given the increased need for health-care workers and that CSM’s Nursing program is among their highest enrolled programs at the institution, CSM has worked tirelessly during the pandemic to complete and open their new Center for Health Sciences at the centralized Regional Hughesville Campus. The location of this campus provides educational opportunities to all three counties that CSM serves. The Center for Health Sciences, the second building on CSM's Regional Hughesville Campus, will be home to CSM's health sciences programs (including Career and Technical Education programs- Pharmacy Technician and Health Information Management). The building is approximately 50,000 square feet and designed to LEED standards. It will feature:

- Specialized health sciences labs for our health-care programs
- Clinical Simulation Center
- Classrooms, computer lab, and collaborative learning spaces
- Health Sciences faculty and staff offices
- Student Success Suite
- Large multipurpose meeting room

Specific to INNOVATION, CSM accomplished the following in FY22:

- Launched the Future State of Work initiative to streamline processes, create efficiencies, and improve collaboration.
- Expanded telework opportunities for college employees.
- Operationalized participatory governance to encourage more employee engagement at all levels of the organization.
- Utilized NEOED Learn, Human Resource’s new online learning management system, to



provide more employee training and professional development opportunities

### **III. ONGOING EFFECTS OF COVID-19 ON THE 2021-22 REPORTING CYCLE**

During FY22, CSM leadership worked very hard to assess and strategically provide services to support prospective and enrolled students as well as all campus employees. The continuation of the pandemic forced CSM, as an institution, to think more creatively and efficiently in safely serving the needs of students, employees, and community. One positive outcome of the two-year pandemic has the opportunity to see and experience work differently in meeting the needs of students. This has resulted in more interest and discernment regarding students' feedback and opinions. Students' voices have been sought and incorporated into day-to-day work. CSM has continued to benefit from legislators in all three service counties who continue to support our students through continued funding, and dialogue regarding how they can better serve CSM students.

The COVID-19 pandemic continues to have a disparate impact on communities of color. The Equity Plan specifies actions to ensure our students have access to technology, support services, and other resources (e.g., food and incidentals) essential for academic success. As mentioned, one of the strategies identified to address the equity gaps include the creation of the CSM Hawk Hubs. CSM strategically utilized some of its FY22 Strengthening Career and Technical Education for the 21<sup>st</sup> Century funding (Perkins V) to provide technology to this initiative. Proactive assistance is provided at developmentally "early" critical junctures to address outcomes in race, gender, performance of study, and financial challenges.

### **IV. INSTITUTIONAL RESPONSE TO MHEC QUESTIONS**

*Question 1- What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

CSM is committed to fostering an environment that is welcoming, inclusive, and respectful of all students, staff, faculty, and visitors. Equity is at the core of such an environment. Equity is grounded in the principle of fairness and is achieved by providing each individual with the opportunity, resources, and access needed to be successful. CSM is committed to this because equity, access, and diversity are more than just words to them. CSM has made a commitment to a culture of student and employee achievement wherever people are in their academic or professional journey. CSM sees equity and access demand commitments from all areas of the institution, including:

- Students sharing their experiences, and CSM responding, accordingly
- Realizing that the culture is ever-evolving in a way that recognizes the tenets of equity and diversity
- Developing educational programs and services that are grounded in equity as this helps advance social justice and economic mobility for all Southern Marylanders

*Question 2- Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

CSM values the use of disaggregated data. This is evident in the newly adopted strategic plan's Goal #2 Ensure equity in all programs and services 2.2 Use disaggregated data to close equity gaps. All credit offerings now have to disaggregate data and include this information on diverse populations as part of the Academic Program Review process. Faculty are now required to routinely provide disaggregated data of student success rates for each program. This information is analyzed in order to ensure CSM is providing the necessary supports in order to meet the needs of diverse populations. The college is committed to ongoing learning, reflection, feedback, adaptation, and growth for all student populations. The college uses disaggregated data when implementing multiple measures and alternative placement methods to eliminate racial disparities in developmental English placements. Because of the routine use of disaggregated data, CSM has been able to identify students in need and ensure those students have access to technology, support services, and other resources (e.g., food and incidentals) essential for academic success. To this end, CSM has raised and distributed funds for a laptop loan program and mobile hawk feeder (food delivery) programs. By disaggregating data and showing need, CSM has also increased scholarship opportunities through the CSM Foundation.

## V. COMMUNITY OUTREACH AND IMPACT

CSM understands their role in the community and will engage new and existing partners in government, economic development, education, and business to develop and sustain the regional workforce pipeline to advance the vitality of the college and the region. CSM is committed to this because local economic development agencies need a qualified workforce to attract new businesses and industry. Additionally, local businesses need to retain qualified workers as baby boomers are retiring in record numbers. Lastly, 89% of CSM graduates remain in Southern Maryland and contribute directly to the regional workforce.

Specific to Community Outreach and Impact CSM accomplished the following in FY22:

- Implemented four new memorandums of understanding (MOUs) with local partners to expand the education-to-industry pipelines in the trades, energy, and healthcare sectors.
- Piloted new work-based learning programs to provide more experiential learning opportunities for students in their areas of study.
- Developed and began awarding new micro-credential and digital badges in high demand skill areas.
- Improved prior learning assessment (PLA) policies and processes to expand opportunities for students with prior learning experience to more rapidly complete courses and credentials.

### Work-Based Learning

Work-Based Learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. CSM's Work-Based Learning initiative was rolled out on in FY22 giving 39 students (17 Fall 2021/ 22 Spring 2022) a valuable experience to work in various on-campus positions. In FY23, CSM will expand the Work-Based Learning opportunities by reaching-out to local employers to find paid positions for students relevant to their academic studies. CSM anticipates similar workforce recovery activity post COVID-19 and are prepared to provide stackable training options, from certificate, to industry certification to degree programs so that all education counts and can be a part of an individual's professional growth plan while they are still working if they need to. CSM believes that engaging the entire community and designing services to meet the diverse needs of learners and industry will aid the rebound in our economy.

College of Southern Maryland - Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1619		730		449		440	
2	Number attempting fewer than 18 hours over first 2 years		370		102		34		234	
3	Cohort for analysis (Line 1 – Line 2)		1249 100.0%		628 100.0%		415 100.0%		206 100.0%	
4	Earned Associate degree from this community college		386 30.9%		269 42.8%		117 28.2%		0 0.0%	
5	Earned certificate, but no degree, from this community college		79 6.3%		47 7.5%		30 7.2%		2 1.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		465 37.2%		316 50.3%		147 35.4%		2 1.0%	
7	Transferred to Maryland two-year/technical college		31 2.5%		13 2.1%		9 2.2%		9 4.4%	
8	Transferred to Maryland public four-year college		346 27.7%		232 36.9%		103 24.8%		11 5.3%	
9	Transferred to Maryland private four-year college or university		17 1.4%		10 1.6%		7 1.7%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		28 2.2%		9 1.4%		6 1.4%		13 6.3%	
11	Transferred to out-of-state four-year college or university		143 11.4%		80 12.7%		45 10.8%		18 8.7%	
12	Total transfers (sum of Lines 7 - 11)		565 45.2%		344 54.8%		170 41.0%		51 24.8%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		334 26.7%		236 37.6%		98 23.6%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		696 55.7%		424 67.5%		219 52.8%		53 25.7%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		135 10.8%		54 8.6%		68 16.4%		13 6.3%	
16	Successful transition to higher ed (Line 14 + Line 15)		831 66.5%		478 76.1%		287 69.2%		66 32.0%	
17	Enrolled at this community college last term of study period		34 2.7%		6 1.0%		24 5.8%		4 1.9%	
18	Successful or persisting (Line 16 + Line 17)		865 69.3%		484 77.1%		311 74.9%		70 34.0%	

College of Southern Maryland - Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	446	52	113	838
2 Number attempting fewer than 18 hours over first 2 years	129	9	26	173
3 Cohort for analysis (Line 1 – Line 2)	317 100.0%	43 100.0%	87 100.0%	665 100.0%
4 Earned Associate degree from this community college	39 12.3%	15 34.9%	23 26.4%	267 40.2%
5 Earned certificate, but no degree, from this community college	15 4.7%	3 7.0%	4 4.6%	51 7.7%
6 Total associate and certificate graduates (Line 4 + Line 5)	54 17.0%	18 41.9%	27 31.0%	318 47.8%
7 Transferred to Maryland two-year/technical college	13 4.1%	0 0.0%	2 2.3%	11 1.7%
8 Transferred to Maryland public four-year college	60 18.9%	15 34.9%	18 20.7%	226 34.0%
9 Transferred to Maryland private four-year college or university	4 1.3%	1 2.3%	1 1.1%	9 1.4%
10 Transferred to out-of-state two-year/technical college	11 3.5%	1 2.3%	4 4.6%	11 1.7%
11 Transferred to out-of-state four-year college or university	26 8.2%	9 20.9%	12 13.8%	77 11.6%
12 Total transfers (sum of Lines 7 - 11)	114 36.0%	26 60.5%	37 42.5%	334 50.2%
13 Graduated from this college and transferred (Line 6 $\square$ Line 12)	38 12.0%	16 37.2%	18 20.7%	234 35.2%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	130 41.0%	28 65.1%	46 52.9%	418 62.9%
15 No award or transfer, but 30 credits with GPA $\geq$ 2.00	36 11.4%	6 14.0%	9 10.3%	71 10.7%
16 Successful transition to higher ed (Line 14 + Line 15)	166 52.4%	34 79.1%	55 63.2%	489 73.5%
17 Enrolled at this community college last term of study period	13 4.1%	3 7.0%	0 0.0%	14 2.1%
18 Successful or persisting (Line 16 + Line 17)	179 56.5%	37 86.0%	55 63.2%	503 75.6%

## COLLEGE OF SOUTHERN MARYLAND 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A	Fall credit enrollment			
a.	6,882	6,351	6,164	5,660
b.	63.8%	64.5%	67.5%	63.6%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B	First-time credit students with developmental education needs			
	49.0%	47.5%	*	32.5%
	<b>SP 2016</b>	<b>SP 2018</b>	<b>SP 2020</b>	<b>SP 2021</b>
C	Credit students who are first-generation college students (neither parent attended college)			
	24.3%	29.6%	*	39.8%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses			
	158	121	416	291
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E	Credit students receiving financial aid			
a.	32.6%	30.8%	37.8%	38.6%
b.	18.2%	17.8%	16.7%	17.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F	Students 25 years old or older			
a.	27.8%	26.0%	28.0%	28.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b.	53.7%	54.3%	57.5%	63.9%
	<b>SP 2016</b>	<b>SP 2018</b>	<b>SP 2020</b>	<b>SP 2021</b>
G	Credit students employed more than 20 hours per week			
	53.1%	48.9%	*	47.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H	Credit student racial/ethnic distribution			
a.	7.0%	7.3%	7.6%	8.3%
b.	26.7%	26.2%	27.3%	27.7%
c.	0.5%	0.5%	0.6%	0.5%
d.	0.3%	0.3%	0.2%	0.3%
e.	3.5%	3.7%	3.8%	3.9%
f.	53.7%	53.4%	50.9%	48.5%
g.	5.9%	6.4%	6.8%	7.2%
h.	0.6%	0.7%	0.5%	0.4%
i.	1.8%	1.6%	2.3%	3.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I	Credit student distance education enrollment			
a.	14.2%	14.5%	89.6%	47.7%
b.	31.0%	30.6%	9.3%	43.5%
c.	54.8%	54.8%	1.1%	8.8%

**COLLEGE OF SOUTHERN MARYLAND  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J Unrestricted revenue by source</b>				
a. Tuition and fees	44.4%	42.9%	41.3%	39.0%
b. State funding	23.4%	23.8%	24.0%	25.4%
c. Local funding	31.1%	31.7%	33.0%	33.7%
d. Other	1.1%	1.6%	1.7%	1.8%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K Expenditures by function</b>				
a. Instruction	42.4%	42.1%	41.2%	39.2%
b. Academic support	10.0%	10.0%	12.9%	10.5%
c. Student services	9.8%	9.4%	10.4%	10.4%
d. Other	37.9%	38.4%	35.5%	40.0%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1 Annual unduplicated headcount</b>					
a. Total	21,238	20,213	18,653	13,662	<b>20,300</b>
b. Credit students	10,265	9,831	9,657	7,931	<b>9,800</b>
c. Continuing education students	11,563	10,910	9,422	5,996	<b>10,500</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2 Market share of first-time, full-time freshmen</b>					
	53.8%	51.0%	52.3%	43.8%	<b>52.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3 Market share of part-time undergraduates</b>					
	68.6%	67.1%	65.4%	62.1%	<b>67.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4 Market share of recent, college-bound high school graduates</b>					
	63.6%	61.1%	59.0%	64.1%	<b>61.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5 High school student enrollment</b>					
	442	564	595	433	<b>600</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6 Annual enrollment in online/hybrid courses</b>					
a. Credit, online	14,097	13,835	15,085	38,923	<b>15,000</b>
b. Continuing education, online	343	367	1,378	7,035	<b>1,300</b>
c. Credit, hybrid	3,660	3,289	4,115	2,512	<b>4,200</b>
d. Continuing education, hybrid	112	155	839	812	<b>1,200</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7 Tuition and mandatory fees</b>					
a. Annual tuition and fees for full-time students	\$4,781	\$4,913	\$4,913	\$5,025	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	50.5%	50.7%	50.9%	51.2%	<b>50.0%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	5,203	5,191	4,036	1,242	<b>4,200</b>
b. Annual course enrollments	10,517	10,169	7,285	1,567	<b>8,000</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	459	433	767	583	<b>800</b>
b. Annual course enrollments	734	722	1,484	1,027	<b>1,100</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	n < 50	n < 50	25.0%	n < 50	<b>30.0%</b>
b. At least one ESL educational functioning level	n < 50	n < 50	33.1%	n < 50	<b>35.0%</b>
Note: Not reported if < 50 students in the cohort					

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	45.0%	45.3%	47.6%	49.7%	<b>48.0%</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	32.6%	33.0%	38.0%	43.6%	<b>40.0%</b>

	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	39.0%	40.0%	40.8%	41.7%	NA

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	25.4%	25.6%	24.8%	26.1%	<b>27.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	32.9%	31.5%	31.0%	30.5%	<b>32.0%</b>

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	58.1%	57.0%	55.0%	53.0%	<b>58.0%</b>
b. Pell grant recipients	52.7%	51.5%	51.1%	49.4%	<b>55.0%</b>
c. Developmental students	52.3%	48.1%	48.0%	*	<b>50.0%</b>
d. College-ready students	65.3%	65.7%	61.3%	*	<b>66.0%</b>

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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	46.3%	50.1%	51.7%	50.5%	<b>50.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	81.9%	81.6%	83.8%	77.1%	<b>85.0%</b>
b. Developmental completers	78.6%	75.2%	80.1%	74.9%	<b>80.0%</b>
c. Developmental non-completers	34.7%	32.6%	34.3%	34.0%	NA
d. All students in cohort	71.4%	71.3%	73.5%	69.3%	<b>75.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	76.3%	74.6%	78.1%	75.6%	NA
b. Black/African American only	59.5%	61.4%	62.8%	56.5%	NA
c. Asian only	n < 50	88.1%	76.4%	n < 50	NA
d. Hispanic/Latino	71.3%	72.8%	66.0%	63.2%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	70.4%	67.1%	70.4%	67.5%	<b>72.0%</b>
b. Developmental completers	58.2%	53.5%	58.9%	52.8%	<b>57.0%</b>
c. Developmental non-completers	23.5%	19.5%	21.9%	25.7%	NA
d. All students in cohort	56.6%	54.4%	57.0%	55.7%	<b>57.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	61.2%	58.1%	62.0%	62.9%	NA
b. Black/African American only	45.1%	45.5%	46.8%	41.0%	NA
c. Asian only	n < 50	67.8%	65.5%	n < 50	NA
d. Hispanic/Latino	54.5%	53.1%	42.7%	52.9%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	2,350	1,814	1,556	2,055	<b>2,000</b>
b. Career degrees	287	281	272	315	NA
c. Transfer degrees	975	835	654	653	NA
d. Certificates	1,088	698	630	1,087	NA
e. Unduplicated graduates	1,533	1,272	1,135	1,524	NA



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	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	86.5%	88.5%	88.2%	89.5%	<b>88.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	67.5%	61.7%	66.1%	59.8%	<b>67.0%</b>

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing License Exam (NCLEX) - RN	89.3%	86.7%	77.8%	90.9%	<b>88.0%</b>
Number of Candidates	84	90	99	88	<b>NA</b>
b. Nursing License Exam (NCLEX) - LPN	NA	100.0%	100.0%	100.0%	<b>98.0%</b>
Number of Candidates	0	7	5	8	<b>NA</b>
Note: Not reported if <5 candidates in a year					

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	73.3%	71.9%	73.2%	70.3%	<b>NA</b>

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$21,252	\$22,168	\$19,372	\$19,044	<b>NA</b>
b. Median annualized income three years after graduation	\$46,988	\$53,472	\$51,628	\$56,636	<b>NA</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	6,139	5,572	4,825	4,295	<b>5,000</b>
b. Annual course enrollments	8,351	7,563	6,784	6,504	<b>6,800</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,124	4,584	3,754	3,641	<b>3,800</b>
b. Annual course enrollments	6,516	5,768	4,862	5,261	<b>5,000</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,711	2,528	3,000	2,185	<b>3,000</b>
b. Annual course enrollments	4,078	3,700	4,737	3,658	<b>4,800</b>

Note: NA designates not applicable

\* designates data not available

## **Community College of Baltimore County 2022 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 2022 Performance Accountability Report (PAR) is the second report of a five-year reporting cycle. This performance accountability report addresses the three state goals included in the “2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt” and includes content as prescribed by the Maryland Higher Education Commission (MHEC).

CCBC provides a multitude of educational services to a diverse student body. Understanding the unique characteristics of CCBC’s student body is vital to the college mission. The awareness of our students’ needs aids CCBC in working toward its benchmark goals and successfully meeting them by fiscal year 2025.

#### **Student Characteristics**

As shown in Indicator A, there has been a decline in the Fall credit unduplicated headcount since Fall 2018. This decline is consistent with trends seen at other Maryland Community Colleges and Community Colleges throughout the nation. The majority of CCBC’s student population attends part time (74.2%). Approximately 54 percent (53.9%) of first-time credit students required at least one developmental education course in Fall 2021 (Ind. B). At the time of entrance into the college, degree and certificate-seeking students are required to take placement tests which are used to determine which courses are appropriate for the student’s skill level. Students assessed below college level may be required to take developmental courses in math or academic literacy.

In FY 2021, thirty-six percent (35.5%) of CCBC credit students are first-generation college students. This is an increase of 0.4 percentage points from FY 2020 (Ind. C). CCBC offers programs to provide full-service student support, including academic advising, transfer counseling, tutoring, and other resources. College efforts are enhanced by two federally funded TRIO programs targeted to serve first-generation, low-income students, and individuals with disabilities.

In FY 2021, 1,059 students enrolled in credit and Continuing Education English for Speakers of Other Languages (ESOL) courses (Ind. D). There was a decline in the headcount for ESOL students from Fall 2020 to Fall 2021. This decline largely resulted from the COVID-19 pandemic and international students not being able to leave their home countries due to the pandemic. The academic ESOL program opens doors to opportunities such as improved language skills, associate degrees, professional certificates, transfer opportunities, and career advancement. CCBC also offers a grant funded Continuing Education community-based ESOL program for beginning students and learners not interested in pursuing academic classes.

The percentage of students receiving loans, scholarships and/or need-based financial aid decreased by 1.2 percentage points from FY 2020 (Ind. Ea). The percentage of students receiving Pell Grants decreased by 2.7 percentage points from FY 2020 (Ind. Eb). Federal Pell Grants are awarded to undergraduate students displaying exceptional financial need and do not need to be repaid. During the 2020-2021 aid year the maximum award was \$6,345. CCBC had 7,008 Pell Grant recipients and the average student award was \$3,043.

In Fall 2021, 40.6% of credit students were 25 years old or older, compared to 85.4% of Continuing Education program students (Ind. F). At CCBC, as well as other community colleges in Maryland and nationwide, it is common for students taking Continuing Education courses to be older than students enrolled in credit courses and programs. In Fiscal Year 2021, 49.1% of CCBC's credit students were employed more than 20 hours per week (Ind. G). The racial and ethnic distribution of the credit student population remained relatively stable from Fall 2020 (Ind. H).

Due to the changing landscape of the COVID-19 pandemic, the percentage of credit students enrolled exclusively in distance education fluctuates greatly between Fall 2019 and Fall 2021 (Ind. Ia). The majority of courses were taught in a remote format after the onset of the pandemic in March 2020. In Fall 2021, CCBC offered more courses on-campus to begin the process of returning to "normal" operations. For Fall 2021, 27.9% of CCBC students were enrolled in a mix of face-to-face courses and distance education (Ind. Ib). In Fall 2021, 32.2% of CCBC credit students were not enrolled in any distance education classes (Ind. Ic).

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

CCBC made progress toward the Access goal of the State Plan in the areas of annual unduplicated headcount for credit students, market share of recent, college-bound high school graduates, adult education student achievement, and minority student enrollment. CCBC faced challenges related to market share of first-time, full-time students, market share of part-time students, and enrollment in continuing education courses related to community service, lifelong learning, basic skills, and literacy.

CCBC is an open access institution. CCBC has experienced a decline in student enrollment over the past several fiscal years. The decline from FY 2020 to FY 2021 was 17.5% for total CCBC unduplicated headcount. The unduplicated headcount for FY 2021 is 43,730. (Ind.1a). Credit unduplicated headcount increased 1.3% in FY 2021(Ind.1b). Continuing Education unduplicated headcount decreased by 32.9% in FY 2021 (Ind. 1c). Due to the nature of Continuing Education programming, there were many courses/offerings that were unable to run due to the pandemic. Community college enrollments are generally counter-cyclical to the economy. As the local and national economy has improved, CCBC's credit enrollment declined, mirroring national and state trends. In Spring 2020, the COVID-19 pandemic occurred and has negatively impacted local, regional and national economies. The full impact of the pandemic is not known at this time. Given the present state of the economy, it is likely that enrollment at community colleges will begin to increase in the near future.

CCBC's market share of first-time, full-time freshmen decreased 5.2 percentage points to 32.1% (Ind. 2). The percentage of the market share of first-time, full-time freshmen is well below the Fall 2025 benchmark of 43.0%. This indicator will likely increase as more prospective first-time, full-time freshmen take advantage of the Baltimore County and Maryland Community College Promise scholarship programs. CCBC's market share of part-time undergraduates decreased in Fall 2021 by 1.2 percentage points (Ind. 3). The market share of recent college-bound high school graduates increased 1.0 percentage points to 50.3% and is moving towards meeting the Fall 2024 benchmark of 55.0% (Ind. 4). CCBC is committed to attracting more recent high school graduates and is increasing marketing campaigns and outreach to this population.

CCBC has had great success in granting high school students access to higher education. In Fall 2021, there were 1,533 students who were concurrently enrolled in high school and CCBC (Ind. 5). It is expected that the number of high school students will increase due to a new partnership between Baltimore County Public Schools (BCPS) and CCBC that will provide students with greater access to BCPS/CCBC Tuition-Free Program starting in Summer 2022. The new partnership will allow high school students to take an unlimited number of courses (credit and non-credit), there is no GPA requirement and the cost of tuition, fees, and books is covered. CCBC also offers several other programs that fall under the Early College Access Programs (ECAP). Through the strategic advertising of the ECAP programs, CCBC will continue to increase the number of high school students each year with the goal of exceeding the Fall 2025 benchmark of 1,800.

Due to the COVID-19 pandemic, data for enrollment in online/hybrid courses is highly skewed. The majority of courses were taught in a remote format after the onset of the pandemic in March 2020 and the majority of courses continued to be taught in remote formats throughout FY 2021. CCBC continued to provide access to higher education during the pandemic by shifting to remote instruction when the risks associated with face-to-face instruction increased. Enrollment in credit courses taught online increased by 206% in FY 2021 and enrollment in credit courses taught in a hybrid method increased by 100% (Ind. 6a). Enrollment in Continuing Education online courses increased by 216% from FY 2020 and enrollment in Continuing Education hybrid courses decreased by 73% from FY 2020 (Ind. 6b,d). All four parts of indicator 6 are exceeding the benchmarks set for FY 2025. CCBC is focused on expanding CCBC Online outside of the increases caused by the COVID-19 pandemic. CCBC Online offers a wide range of online courses and more than 60 online degree and certificate options with thousands of online courses, rolling admissions, and multiple start-dates.

CCBC is committed to providing an affordable and high-quality education for our students. CCBC's annual tuition and fees for full-time students was \$5,016 in FY 2022 (Ind. 7a). CCBC was able to keep the annual tuition and fees for FY 2022 at the same cost they were during FY 2021. CCBC tuition and fees, as a percentage of Maryland public four-year institution tuition and fees, decreased from 51.9% to 51.1% (Ind. 7b).

Continuing Education headcount and course enrollment in community service and lifelong learning was moving towards meeting the set benchmarks but due to COVID-19 there was a substantial decrease from FY 2020 (Ind. 8a,b). The headcount and course enrollment are expected to increase in future fiscal years as the college continues to return to normal operations.

Continuing Education head count and course enrollments in basic skills and literacy courses decreased in FY 2021 (Ind. 9a, b).

In FY 2021, 28.5% of Adult Basic Education (ABE) and 42.9% of English as a Second Language (ESL) students achieved at least one functional level. ABE saw an increase of 8.9 percentage points from FY2020 and ESL saw an increase of 13.8 percentage points (Ind. 10a, b). These large increases are partly due to students being able to test at the end of all semesters during FY 2021. The COVID-19 pandemic resulted in students not being able to test at the end of the Spring 2021 semester, lowering the percentages for FY 2020. Both the ABE and ESL educational functioning level percentages are moving towards meeting the FY 2025 benchmarks.

CCBC remains committed to providing educational and workforce development opportunities to a diverse group of students. The number of non-white credit enrollments remained stable in Fall 2021 and the number of non-white Continuing Education enrollments increased by 2.8 percentage points (Ind. 11a, b). Indicator 11a is currently meeting the Fall 2025 benchmark of 60.0%. Indicator 11b is exceeding the Fall 2025 benchmark of 44.0%. In Baltimore County, the percentage of non-white service population who are 15 years of age and older is 43.0% (Ind. 11c).

The percentage of full-time minority faculty members increased slightly in Fall 2021 to 28.7% from 27.9% in Fall 2020 (Ind. 12). Data for full-time administrative and professional staff decreased from 33.6% in Fall 2020 to 32.8% in Fall 2021 (Ind. 13).

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

CCBC made progress towards the Success goal of the State Plan in the areas of retention, successful persistence, awards, and transfer. CCBC faced challenges related to developmental completers and graduation-transfer rate after four years.

Student retention is an important measure of engagement and strongly linked to success and graduation. The fall-to-fall retention for all CCBC students decreased by 1.6 percentage points from the previous cohort (Ind. 14a). Fall-to-fall retention for students with a Pell Grant decreased 3.6 percentage points from the Fall 2019 cohort (Ind. 14b). The fall-to-fall retention for students identified as needing developmental work decreased by 4.2 percentage points and the retention for college-ready students increased by 3.2 percentage points from the previous cohort (Ind. 14c,d). CCBC is striving to increase retention for all students and will work towards meeting the Fall 2024 Cohort benchmarks. CCBC is implementing a Holistic Student Support model to provide students with proactive advising and connect them to services that will help them remain in school and progress toward completion of their educational goals. For the Fall 2017 cohort, 37.6% of developmental students completed within four years of their entry (Ind. 15).

The percentage of students successfully persisting after four years increased for college-ready students from 77.3% to 78.5%, from 80.0% to 81.4% for developmental completers and from 65.7% to 66.7% for all students in the cohort (Ind. 16a,b,d). Successful persister rates for developmental non-completers decreased by 2.1 percentage points in the Fall 2017 cohort (Ind. 16c). CCBC has committed to implementing measures that help students complete their

educational goals successfully and will strive towards meeting the benchmarks set for the Fall 2021 cohort.

The rate of white students successfully persisting has increased 1.5 percentage points from the previous cohort (Ind. 17a). The successful-persister rate for African-Americans for the Fall 2017 cohort is 61.5%, which is an increase from the previous cohort's successful-persister rate of 59.0% (Ind. 17b). The volatility of successful-persister rates for Asian and Hispanic/Latino students may, in part, be driven by the small size of their respective cohorts; both cohorts have fewer than 150 students each (Ind. 17c,d).

The percentage of college-ready students who graduated and/or transferred after four years is 61.9% for the Fall 2017 cohort (Ind. 18a). The number of developmental completers graduating or transferring after four years and the number of developmental non-completers decreased from the Fall 2016 cohort (Ind. 18b,c). The graduation-transfer percentage of all students in the Fall 2017 cohort decreased from the previous cohort by 2.3 percentage points (Ind.18d). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us increase the number of students who graduate and/or transfer and will strive towards meeting the benchmarks set for the Fall 2021 cohort. CCBC groups incoming CCBC degree, certificate, and workforce training students into one of nine Pathways, based on the student's declared major or main area of interest. Students receive assistance in course selection as well as student success supports and activities geared toward successful degree and certificate completion, transfer and career success.

The graduation-transfer rates decreased from the Fall 2016 cohort for white students (3.1 percentage points), African-American students (1.5 percentage points), Asian students (4.8 percentage points), and Hispanic/Latino students (0.5 percentage points) (Ind. 19a, b, c, d). CCBC continues to expand services to ensure completion and transfer opportunities for all CCBC students. The Diversity, Equity and Inclusion Advisory Council has also been charged with reviewing the data that shows the deficiencies in academic performance and completion of particular subsets of students and to develop active retention and completion initiatives to close those gaps.

In FY 2021, CCBC granted 2,934 credit awards to 2,820 graduates (Ind. 20a, d). Career degrees decreased from FY 2020 by 23 awards (Ind. 20b) and transfer degrees increased from FY 2020 by 105 awards (Ind. 20c). CCBC issued more credit certificates in FY 2021 than the number of credit certificates awarded in FY 2020 (Ind. 20d). CCBC is committed to increasing student completion through various initiatives.

For AY 2020-2021, the percentage of CCBC students who transferred to a Maryland public four-year college/university and earned a GPA of 2.0 or above at the transfer institution was 85.2% which meets the benchmark set for AY 2024-2025 (Ind. 21). CCBC will strive to continue to meet and/or exceed the benchmark for the continuation of this PAR cycle. The mean first year GPA for these students was 2.92. These calculations are based on students who earned at least 12 credits at CCBC and attended CCBC within two years prior to transfer.

The percentage of transfer program associate degree and certificate graduates who enrolled in a four-year college or university within a year after graduation from CCBC was 60.9%, an increase of 1.4 percentage points from the previous fiscal year graduates (Ind. 22). CCBC has been increasing this percentage over the last two years and is moving towards meeting the benchmark which is set at 65.0%.

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

CCBC made progress towards the Innovation goal of the State Plan in the areas of pass rates for licensure/certification examinations. CCBC faced challenges related to enrollments in continuing education courses related to workforce development, government or industry-required certification/licensure, and contract training courses.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Program completers continue to perform well on the external testing as evident in Indicator 23. Six programs are currently meeting or exceeding the benchmarks that have been set (Ind. 23a, b, d, f, i, j). The programs within the School of Health Professions strive to ensure all students are prepared to take required licensure examinations following completion of the program. Advising, mentoring, and career counseling services are provided to students in the School of Health Professions to ensure high licensure pass rates and occupational success.

Per data reported by the Maryland Longitudinal Data System (MLDS) Center, 83.1% of CCBC's FY 2020 graduates were employed in Maryland in the year after their graduation (Ind. 24). Another new PAR indicator shows the median annualized income of career program associate degree and certificate graduates who were employed in Maryland one year prior to graduation and three years after graduation. FY 2018 graduates from CCBC were earning a median income of \$25,280 one year prior to graduation and a median income of \$57,612 three years after graduation (Ind.25a,b).

The unduplicated number of students enrolled in workforce development courses decreased by 1.9% in FY 2021 and annual course enrollments increased by 4.7% (Ind. 26a, 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. Head count and course enrollment decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 27a, b). The unduplicated annual head count and annual course enrollments in contract training courses decreased in FY 2021 (Ind. 28a, b). The moderate decrease in headcount and course enrollments for contract training courses is attributable to the COVID-19 pandemic and the uncertainty regarding lockdowns and social distancing that many contract partners faced. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services. CCBC will strive towards meeting the benchmarks set for these indicators as we move forward in this PAR cycle.

## **Response to Commission's Prompts**

**Commission Prompt:** What is the biggest challenge your institution faces as it attempts to equitably meet the goals' objectives and performance measures in the 2017-2021 State Plan for Postsecondary Education?

The biggest challenge CCBC faces when trying to ensure equitable access to affordable and quality postsecondary education for all Maryland residents is providing financial support. In surveys we conduct for non-returning students we routinely find that financial challenges are one of the top reasons students do not continue their education. This is likely also an issue impeding students who wish to begin their higher education. During the pandemic, funding related to the American Rescue Plan allowed CCBC to increase financial support and made education more accessible and affordable for students. A challenge going forward is how to continue to achieve these goals once stimulus funds run out.

The biggest challenge CCBC faces when trying to promote and implement practices and policies that will ensure student success is gathering the information needed to identify students who are struggling before the negative impact on success becomes insurmountable. This is even more challenging in the pandemic era where students have been less engaged and less responsive to outreach. In response, CCBC is implementing new technology solutions for monitoring and a holistic student support model that offers proactive advising and assistance. Challenges related to these strategies are addressing staffing shortages, allocating time for training, and costs.

The biggest challenges CCBC faces when trying to foster innovation that improves access and student success are related to the Great Resignation and financial aid regulations. Short-staffing has required many employees to take on extra responsibilities in order to maintain nominal function. This has left less time and energy for experimentation and innovation. Despite staffing shortages CCBC offers many workforce preparation opportunities. Continuing education workforce certificate programs improve access to credentials that allow for rapid entry into in-demand fields, but often lack standard financial aid options, thus limiting student access to such programs.

**Commission Prompt:** Has your institution used disaggregated data to identify equity issues in student's educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student Outcomes?

CCBC has used disaggregated data to identify equity issues related to placement, course success, retention, and completion/transfer. Several insights were gained from the disaggregation of data. It was found that African American students were more likely to be placed in developmental education for English and Math when high-stakes standardized tests were used as the sole determinant of placement. Placement disparities improved with the implementation of alternative placement options such as high school GPA, Self-Directed Placement in English, and the ALEKS exam in mathematics. African American male students had lower course success, retention, and completion rates than other groups. Equity gaps in success rates and retention rates were more likely to close when High Impact Practices, such as *collaborative assignments* and *common intellectual experiences*, were implemented.



## Community Outreach and Impact

CCBC focuses on creating long term partnerships with business, community leaders, civic organizations and other county institutions such as hospitals, government agencies and public schools. 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 within Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as campus and extension center 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. The three main campuses and the three extension centers are strategically placed to make a huge impact on Baltimore County both culturally and economically.

During September 2021, CCBC's Center for Business Innovation offered free workshops for aspiring entrepreneurs seeking to start their own business. These workshops provided access to resources and provided tips and strategies for turning ideas for new products and services into a sustainable business. The Center for Business Innovation also offered free seminars to Veterans who were planning on starting their own business.

Kaiser Permanente teamed up with CCBC and Baltimore City Community College to connect individuals facing economic injustice with low-cost and/or tuition-free opportunities. This partnership exemplifies the commitment of both Kaiser Permanente and the two community colleges in advancing economic equity and expanding educational opportunities to communities of color in the service area.

The Dental Hygiene Program is housed at CCBC Dundalk. Annually the Dental Hygiene program hosts "Sealant Saturday" which helps to prevent tooth decay in children ages 6-17. The Dental Hygiene Program also offers dental care to the local community. Students enrolled in the Dental Hygiene Program work under the direction of a licensed dentist to provide free to low-cost preventative dental services for the community with an emphasis on the needs of under-served populations.

During FY 2022, the CCBC Alumni Gradfest picnic returned after a hiatus due to the COVID-19 pandemic. More than 400 alumni and families participated in this event at CCBC Essex. Cockpit in Court Summer Theatre and the Children's Playhouse of Maryland both returned to CCBC Essex with modified schedules and welcomed back community audiences after a yearlong long COVID-19 pause. CCBC's Job Network program was moved from an off-campus location on Eastern Avenue to CCBC Essex allowing students in this program to integrate into the campus environment. The Hunt Valley extension center collaborated with the Department of Economic and Workforce Development to provide workshops for those facing unemployment as a result of the pandemic. The Westside Extension Centers sponsored the Northwest Chamber of Commerce's Summer Farmers Market and also staffed an outreach table each week at the market.

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		3719		1296		912 1511			
2	Number attempting fewer than 18 hours over first 2 years		1575		616		82 877			
3	Cohort for analysis (Line 1 – Line 2)		2144	100.0%	680	100.0%	830	100.0%	634	100.0%
4	Earned Associate degree from this community college		438	20.4%	204	30.0%	234	28.2%	0	0.0%
5	Earned certificate, but no degree, from this community college		43	2.0%	23	3.4%	9	1.1%	11	1.7%
6	Total associate and certificate graduates (Line 4 + Line 5)		481	22.4%	227	33.4%	243	29.3%	11	1.7%
7	Transferred to Maryland two-year/technical college		93	4.3%	25	3.7%	30	3.6%	38	6.0%
8	Transferred to Maryland public four-year college		523	24.4%	266	39.1%	228	27.5%	29	4.6%
9	Transferred to Maryland private four-year college or university		38	1.8%	19	2.8%	15	1.8%	4	0.6%
10	Transferred to out-of-state two-year/technical college		13	0.6%	4	0.6%	4	0.5%	5	0.8%
11	Transferred to out-of-state four-year college or university		107	5.0%	43	6.3%	37	4.5%	27	4.3%
12	Total transfers (sum of Lines 7 - 11)		774	36.1%	357	52.5%	314	37.8%	103	16.2%
13	Graduated from this college and transferred (Line 6 □ Line 12)		317	14.8%	163	24.0%	154	18.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		938	43.8%	421	61.9%	403	48.6%	114	18.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		359	16.7%	94	13.8%	202	24.3%	63	9.9%
16	Successful transition to higher ed (Line 14 + Line 15)		1297	60.5%	515	75.7%	605	72.9%	177	27.9%
17	Enrolled at this community college last term of study period		133	6.2%	19	2.8%	71	8.6%	43	6.8%
18	Successful or persisting (Line 16 + Line 17)		1430	66.7%	534	78.5%	676	81.4%	220	34.7%

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	1713	241	264	1273
2 Number attempting fewer than 18 hours over first 2 years	848	45	108	464
3 Cohort for analysis (Line 1 – Line 2)	865 100.0%	196 100.0%	156 100.0%	809 100.0%
4 Earned Associate degree from this community college	112 12.9%	48 24.5%	32 20.5%	227 28.1%
5 Earned certificate, but no degree, from this community college	11 1.3%	5 2.6%	5 3.2%	21 2.6%
6 Total associate and certificate graduates (Line 4 + Line 5)	123 14.2%	53 27.0%	37 23.7%	248 30.7%
7 Transferred to Maryland two-year/technical college	65 7.5%	3 1.5%	3 1.9%	18 2.2%
8 Transferred to Maryland public four-year college	177 20.5%	73 37.2%	42 26.9%	199 24.6%
9 Transferred to Maryland private four-year college or university	14 1.6%	2 1.0%	4 2.6%	16 2.0%
10 Transferred to out-of-state two-year/technical college	6 0.7%	1 0.5%	0 0.0%	5 0.6%
11 Transferred to out-of-state four-year college or university	44 5.1%	3 1.5%	9 5.8%	46 5.7%
12 Total transfers (sum of Lines 7 - 11)	306 35.4%	82 41.8%	58 37.2%	284 35.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	81 9.4%	36 18.4%	26 16.7%	158 19.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	348 40.2%	99 50.5%	69 44.2%	374 46.2%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	122 14.1%	34 17.3%	20 12.8%	164 20.3%
16 Successful transition to higher ed (Line 14 + Line 15)	470 54.3%	133 67.9%	89 57.1%	538 66.5%
17 Enrolled at this community college last term of study period	62 7.2%	8 4.1%	8 5.1%	45 5.6%
18 Successful or persisting (Line 16 + Line 17)	532 61.5%	141 71.9%	97 62.2%	583 72.1%

## COMMUNITY COLLEGE OF BALTIMORE COUNTY 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>A</b> Fall credit enrollment				
a. Unduplicated headcount	19,034	17,894	17,598	16,215
b. Percent of students enrolled part time	73.3%	71.8%	72.2%	74.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>B</b> First-time credit students with developmental education needs	66.6%	70.1%	60.4%	53.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>C</b> Credit students who are first-generation college students (neither parent attended college)	36.1%	36.2%	35.1%	35.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>D</b> Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,612	2,574	2,386	1,059
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>E</b> Credit students receiving financial aid				
a. Receiving any financial aid	45.1%	42.3%	42.4%	41.2%
b. Receiving Pell grants	33.1%	30.3%	30.2%	27.5%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>F</b> Students 25 years old or older				
a. Credit students	40.6%	39.2%	39.2%	40.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	86.7%	86.6%	86.3%	85.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>G</b> Credit students employed more than 20 hours per week	47.6%	*	*	49.1%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>H</b> Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.4%	6.0%	6.4%	6.6%
b. Black/African American only	37.6%	37.4%	38.7%	38.1%
c. American Indian or Alaskan native only	0.3%	0.4%	0.3%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.2%
e. Asian only	6.4%	6.2%	6.0%	6.0%
f. White only	39.6%	38.5%	36.6%	36.8%
g. Multiple races	3.7%	4.0%	4.2%	4.0%
h. Foreign/Non-resident alien	5.8%	6.2%	6.2%	6.3%
i. Unknown/Unreported	0.9%	1.1%	1.3%	1.5%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>I</b> Credit student distance education enrollment				
a. Enrolled exclusively in distance education	13.1%	14.7%	73.9%	39.9%
b. Enrolled in some, but not all, distance education	18.2%	19.7%	18.2%	27.9%
c. Not enrolled in any distance education	68.7%	65.6%	7.9%	32.2%

**COMMUNITY COLLEGE OF BALTIMORE COUNTY  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	45.7%	44.6%	41.0%	37.3%
b. State funding	24.0%	24.0%	25.2%	22.8%
c. Local funding	27.4%	29.8%	32.5%	29.4%
d. Other	2.8%	1.5%	1.3%	10.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K</b> Expenditures by function				
a. Instruction	51.7%	49.0%	45.2%	45.9%
b. Academic support	7.8%	7.0%	6.6%	6.3%
c. Student services	9.7%	9.1%	9.5%	9.4%
d. Other	30.8%	34.8%	38.6%	38.3%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	60,756	57,677	53,036	43,730	<b>60,000</b>
b. Credit students	27,792	26,826	25,152	25,467	<b>27,000</b>
c. Continuing education students	34,456	32,319	29,280	19,651	<b>33,000</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	31.8%	38.8%	37.3%	32.1%	<b>43.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	66.2%	65.9%	66.6%	65.4%	<b>73.0%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	48.3%	45.0%	49.3%	50.3%	<b>55.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	1,697	1,608	1,745	1,533	<b>1,800</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	22,489	25,522	26,423	80,968	<b>28,000</b>
b. Continuing education, online	2,209	2,125	6,950	21,957	<b>3,500</b>
c. Credit, hybrid	3,296	3,474	3,707	7,404	<b>4,800</b>
d. Continuing education, hybrid	662	499	3,736	1,026	<b>1,000</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,896	\$4,986	\$5,016	\$5,016	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	51.7%	51.5%	51.9%	51.1%	<b>≤52</b>

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	10,639	10,037	11,686	4,363	<b>11,500</b>
b. Annual course enrollments	17,809	17,496	19,476	6,359	<b>19,500</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	4,790	4,756	3,845	2,496	<b>5,500</b>
b. Annual course enrollments	8,409	8,482	6,410	5,232	<b>8,800</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	38.9%	35.1%	19.6%	28.5%	<b>39.0%</b>
b. At least one ESL educational functioning level	40.6%	41.2%	29.1%	42.9%	<b>44.0%</b>
Note: Not reported if < 50 students in the cohort					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	57.6%	58.5%	60.4%	60.0%	<b>60.0%</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	43.0%	42.4%	44.1%	46.9%	<b>44.0%</b>
	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	40.8%	41.6%	42.4%	43.0%	NA
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	26.7%	27.1%	27.9%	28.7%	<b>32.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	32.1%	32.0%	33.6%	32.8%	<b>36.0%</b>

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	42.4%	42.9%	45.0%	42.4%	<b>53.0%</b>
b. Pell grant recipients	41.7%	46.7%	50.0%	46.4%	<b>53.0%</b>
c. Developmental students	44.0%	44.5%	48.3%	44.1%	<b>53.0%</b>
d. College-ready students	39.4%	39.4%	36.5%	39.7%	<b>50.0%</b>

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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	41.4%	41.2%	39.6%	37.6%	<b>50.0%</b>
					<b>Benchmark</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	71.4%	75.8%	77.3%	78.5%	<b>85.0%</b>
b. Developmental completers	82.3%	81.0%	80.0%	81.4%	<b>85.0%</b>
c. Developmental non-completers	32.9%	33.5%	36.8%	34.7%	<b>NA</b>
d. All students in cohort	63.6%	65.1%	65.7%	66.7%	<b>75.0%</b>
					<b>Benchmark</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Not Required</b>
17 Successful-persister rate after four years					
a. White only	71.1%	72.6%	70.6%	72.1%	<b>NA</b>
b. Black/African American only	57.2%	56.2%	59.0%	61.5%	<b>NA</b>
c. Asian only	73.1%	70.2%	77.2%	71.9%	<b>NA</b>
d. Hispanic/Latino	55.8%	64.1%	66.5%	62.2%	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
					<b>Benchmark</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	56.5%	61.7%	64.0%	61.9%	<b>65.0%</b>
b. Developmental completers	50.3%	49.6%	50.9%	48.6%	<b>60.0%</b>
c. Developmental non-completers	22.3%	21.7%	25.8%	18.0%	<b>NA</b>
d. All students in cohort	42.0%	43.6%	46.1%	43.8%	<b>50.0%</b>
					<b>Benchmark</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	47.1%	48.5%	49.3%	46.2%	<b>NA</b>
b. Black/African American only	38.4%	38.9%	41.7%	40.2%	<b>NA</b>
c. Asian only	45.3%	48.2%	55.3%	50.5%	<b>NA</b>
d. Hispanic/Latino	36.6%	35.9%	44.7%	44.2%	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
					<b>Benchmark</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	2,723	2,994	2,668	2,934	<b>3,200</b>
b. Career degrees	884	932	837	814	<b>NA</b>
c. Transfer degrees	1,247	1,236	1,088	1,193	<b>NA</b>
d. Certificates	592	826	743	927	<b>NA</b>
e. Unduplicated graduates	2,628	2,800	2,555	2,820	<b>NA</b>

**COMMUNITY COLLEGE OF BALTIMORE COUNTY  
2022 ACCOUNTABILITY REPORT**

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	81.7%	81.3%	86.6%	85.2%	<b>85.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	63.0%	58.5%	59.5%	60.9%	<b>65.0%</b>

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Dental Hygiene*					
National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	<b>NA</b>
Number of Candidates	37	18	22	21	
Northeast Regional Board Exam	100.0%	100.0%	100.0%	95.7%	<b>NA</b>
Number of Candidates	37	18	22	22	
Both NDHE and NRBE Exam	100.0%	100.0%	100.0%	95.7%	<b>95.0%</b>
Number of Candidates	37	18	22	22	
b. Emergency Medical Tech - EMT-Basic	66.1%	81.3%	87.9%	94.6%	<b>90.0%</b>
Number of Candidates	56	48	33	37	
c. Emergency Medical Tech - EMT -Paramedic	88.9%	80.5%	73.3%	78.6%	<b>90.0%</b>
Number of Candidates	18	41	15	14	
d. Histotechnology	NA	NA	NA	100%	<b>90.0%</b>
Number of Candidates	NA	NA	NA	4	
e. Medical Imaging (Radiography)	94.4%	97.0%	95.5%	91.7%	<b>95.0%</b>
Number of Candidates	18	33	22	24	
f. Medical Laboratory	76.9%	90.9%	100.0%	100.0%	<b>90.0%</b>
Number of Candidates	13	11	15	12	
g. Mortuary Science*					
Science Exam	75.0%	82.4%	94.4%	81.3%	<b>NA</b>
Number of Candidates	20	17	18	16	
Arts Exam	90.0%	88.2%	94.4%	81.3%	<b>NA</b>
Number of Candidates	20	17	18	16	
Both Science & Arts Exam	75.0%	82.4%	94.4%	68.8%	<b>90.0%</b>
Number of Candidates	20	17	18	16	
h. Nursing - Practical	97.1%	97.1%	100.0%	91.0%	<b>95.0%</b>
Number of Candidates	34	34	45	78	
i. Nursing (RN)	89.7%	90.0%	92.3%	93.0%	<b>90.0%</b>
Number of Candidates	194	210	183	185	
j. Occupational Therapy Assistant	86.7%	92.6%	89.3%	93.8%	<b>90.0%</b>
Number of Candidates	30	27	28	16	
k. Physician Assistant	95.3%	78.8%	100.0%	90.6%	<b>95.0%</b>
Number of Candidates	43	33	29	32	
l. Radiation Therapy Technician	100.0%	83.3%	72.7%	77.8%	<b>90.0%</b>
Number of Candidates	9	12	11	9	
m. Respiratory Care Therapist	93.8%	93.8%	75.0%	72.7%	<b>95.0%</b>
Number of Candidates	16	16	16	22	
n. Veterinary Technology	84.2%	89.5%	83.3%	88.9%	<b>90.0%</b>
Number of Candidates	19	19	12	18	

Note: Not reported if <5 candidates in a year



**COMMUNITY COLLEGE OF BALTIMORE COUNTY  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	89.5%	86.4%	87.8%	83.1%	NA
	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$22,900	\$23,104	\$24,108	\$25,280	NA
b. Median annualized income three years after graduation	\$52,092	\$55,396	\$56,792	\$57,612	NA
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	17,665	16,027	15,599	15,296	<b>19,000</b>
b. Annual course enrollments	37,189	35,548	30,877	32,335	<b>38,000</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	6,390	5,153	5,574	3,234	<b>6,200</b>
b. Annual course enrollments	13,405	12,268	10,825	10,177	<b>13,200</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	24,239	21,601	20,427	14,022	<b>23,000</b>
b. Annual course enrollments	48,187	44,904	39,321	34,157	<b>50,000</b>

Note: NA designates not applicable  
\* designates data not available

## 2022 Performance Accountability Report Frederick Community College (FCC)

### MISSION

Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education, and responds to the needs of diverse learners and the community.

### INSTITUTIONAL ASSESSMENT

In FY 2022, consistent with FCC Forward, Strategic Plan 2020-2025, the College was guided by 35 “Key Objectives for the Interim Year.” These objectives aimed at mission-focused outcomes during the one-year search for a new President that would move the institution forward. These objectives were assigned to different senior leaders as accountable administrators and a status report has been prepared to show the status of each objective.

The Academic Affairs, Continuing Education, and Workforce Development (ACEWD) Master Plan 2020-2025 adds another layer of assessment for documenting progress toward students success and access. In addition, in FY 2022, the College continued to use data and evidence-based practices to close the racial equity gap based on 16 key performance indicators (KPI) developed in 2021 and their associated benchmarks. Several filterable dashboards (enrollment, retention, graduation, transfer, grades) were developed for these KPIs that provide aggregated and disaggregated data. These dashboards are accessible to all employees in a prominent location on our College intranet, Communication Central.

The College performance in relation to the goals outlined in the *Maryland State Plan for Postsecondary Education 2017-2021, Student Success with Less Debt* (MSP) is summarized below. Overall, FCC has met 13 of its benchmarks and is striving to meet the other 32 benchmarks by 2025. 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 College specifically supported the objective of MSP to *“Work with local school systems to improve middle college programs that award degrees.”* FCC developed an Early College (EC) program in collaboration with Frederick County Public Schools (FCPS). EC offers opportunities to FCPS students to earn an associate degree while still completing high school by attending FCC full-time during their junior and senior years. Similar to traditional full-time undergraduate students, EC students follow the FCC academic calendar and have the option to take day, evening, online, and weekend courses. EC students receive a discounted tuition rate at FCC. The first EC cohort began in fall 2020 with 23 students from nine FCPS high schools. The second cohort started in fall 2021 with 25 FCPS students anticipating graduating from FCC in 2023. In May 2022, the College celebrated the achievement of 15 Early College graduates from the fall 2020 cohort at the annual commencement, which equates to a 65.2% graduation rate in two years.

FCC continues to support the strong partnership with FCPS through its successful High School Based Dual Enrollment program, which provides high school students access to college-level

courses in their high schools. The enrollment of these students increased 59.4% from the fall 2017 (764) semester to the fall 2021 (1,218) semester. Also, the registration of FCPS students who take college courses on campus increased 16.4% from 226 students in fall 2017 to 263 in fall 2021. The College experienced overall enrollment declines in FY 2020-FY 2022 that were heavily influenced by the COVID-19 pandemic as shown in the data reported below.

The following are the status of the Access Goal indicators:

- Credit enrollment declined 9.9% (8,896 to 8,017) from FY 2018 to FY 2021.
- The unduplicated headcount in continuing education declined 50.5% (7,107 to 3,516) from FY 2018 to FY 2021.
- The combined unduplicated credit and continuing education headcount declined 28.4% (15,656 to 11,209) from FY 2018 to FY 2021.
- FCC experienced a 3.1% decline in the market share of first-time, full-time freshmen in fall 2021 (46.3%) compared to fall 2018 (49.4%).
- FCC had a 0.4% increase in the market share of part-time undergraduates (73.8%) in fall 2021 compared to fall 2017 (73.4%).
- The market share of recent college-bound high school graduates increased slightly from 57.3% in fall 2017 to 57.5% in fall 2021.
- Students concurrently enrolled in both college-level and high school courses increased 27.1% (1,165 to 1,481), or by 316 students from fall 2018 to fall 2021.
- Online credit enrollment increased significantly (6,056 to 15,103) from FY 2018 to FY 2021 and hybrid courses increased 57.8% (3,020 to 4,765) for the same period.
- Online Continuing Education and Workforce Development enrollment increased 42.5% (456 to 650) from FY 2018 to FY 2021. The hybrid course enrollment increased significantly (28 to 480) for the same period.
- Tuition and fees were at 48.0% of the Maryland state public universities rates, supporting the affordability of attending FCC. Combined tuition and fees for 30 credits at FCC were \$4,717 in FY 2021. This calculates to be less than half the average at the four-year public universities in Maryland, which was \$9,820.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses declined 61.3% (2,937 to 1,138) between FY 2018 and FY 2020. The duplicated headcount declined 54.7% (6,209 to 2,812) for the same period.
- The unduplicated headcount in continuing education basic skills and literacy courses declined 55.6% (1,586 to 704) from FY 2018 to FY 2020 and decreased 54.7% (3,646 to 1,651) for duplicated enrollment.
- The percentage of achieving at least one Adult Basic Educational (ABE) functional level was 19.4% in FY 2021, which declined 10.8%, compared to FY 2018 (30.2%). In addition, student achievement in at least one English as a Second Language (ESL) functional level declined -1.6% from 53% in FY 2018 to 51.4% in FY 2021 and an increase of 20.6% to 51.4% compared to last fiscal year (30.8%).
- The percent of non-white students 15 years and older enrolled in credit (38.9%) and continuing education (32.7%) courses was higher than the percent of the non-white population for the same age group in Frederick County (28.1%) in 2021.
- The percent of full-time, non-white faculty (20.4%) increased 3.3% between fall 2018 and fall 2021.
- The percent of full-time non-white administrative and professional staff was 18.4% in

fall 2021 and fluctuated between fall 2018 and fall 2021 (18.0%, 15.8%, and 20.0%), respectively.

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

In supporting the goals and objectives of the MSP, one of the themes in the FCC Academic Master Plan is *to enhance educational excellence, ensuring that students are developing the skills, awareness, and knowledge needed to attain their academic, professional and/or personal goals*. As a result, a priority was developed to expand Guided Pathways to improve student retention and completion. The College has developed Guided pathways for all its programs that are used by the advisors to help students to select their majors and stay on track for completion. All these pathways are available on the FCC public website for student reference. In addition, EAB Navigate was purchased in Fall 2021 providing access to all the services available to the students to help them plan their educational journey and stay on track. FCC expanded the Success Outreach and Retention (SOAR) coordinator position, previously existing only in Math, to cover Liberal Arts departments, as well. Coordinators respond to Student Success Alerts, engage in outreach, and triage work with students to put them in touch with appropriate College resources (faculty, advisors, Learning Centers, counselors, and community resources).

In FY 2022, the College recognized the importance of helping students with mental health issues and renamed the Office of Behavioral Health and Wellness to the Office of Counseling and Wellness Services in a prominent location with a nurturing environment on campus suitable for the service. Additionally, funds were allocated to hire an additional full-time Wellness counselor. Both counselors have supervisory certification through state licensing with the goal of working with local graduate social work programs to expand offerings to FCC students.

The following are the status of Success Goal indicators:

- The fall-to-fall retention rate for all students was 57.1% for the fall 2020 cohort, with a 2.2% increase compared to the fall 2017 cohort. The fall-to-fall retention rate for Pell Grant recipients was 64.9% and was 11.8% higher than the fall 2017 cohort (53.1%). The rate for developmental students was 57.6%, a one percent increase compared to fall 2017 (56.3%). In addition, the retention rate for college-ready students was 63.5% and was 7.6% higher than 2017 cohort (55.9%).
- The developmental student completion rate for the fall 2017 cohort after four years was 61.4%, which shows a 6.3% decline compared to the fall 2014 cohort (67.7%).
- The successful-persister rate for all students (82.9%) is three percent higher than the fall 2014 cohort (79.9%). This rate among college-ready students was the highest compared to the four categories reported for this indicator. The developmental completers' rate (73.2%) declined 1.3% compared to fall 2014 cohort (74.5%). For the developmental non-completers cohort, the pass rate increased 4.4% for the fall 2017 cohort and has fluctuated across the past three cohorts (33.3%, 45.0%, and 62.1% respectively).
- The successful-persister rate after four years for the 2017 cohort of Black/African-American students was 71.8% with an increase of 1.5% compared to fall 2014. This rate was 10.0% lower than the white student 2017 cohort (81.8%). The Hispanic/Latino student cohort successful-persister rate of 74.0% was 0.8% higher than fall 2014 cohort and was 7.8% lower than the fall 2017 white student cohort (81.8%).
- The graduation-transfer rate after four years for all students in the 2017 cohort was

68.3% and almost one percent higher than the 2014 cohort (67.5%). The rate for college-ready students was 78.4% and almost similar to the 2014 cohort (78.2%) and lower than the past two cohorts (81.7% and 82.9%). The rate for developmental completers was 60.4% and was 3.1% lower than the 2014 cohort (63.5%). The pass rate among developmental non-completers was 31.1%, which is two percent lower than the 2014 cohort (33.3%), and has fluctuated across the past three cohorts of fall 2014, fall 2015, and fall 2016 (33.3%, 35.0%, and 51.7% respectively).

- The graduation-transfer rate for the 2017 cohorts of Hispanic students was 65.0% and was three percent higher than the fall 2014 cohort (61.8%). However, this rate was 9.5% lower than the rate for white students (74.5%), Black/African American students (62.2%) increased almost three percent higher than fall 2014 cohort (59.5%) which was 12.3% lower than the white cohort (74.5%). The graduation-transfer rates of Black/African American and Hispanic/Latino students have shown steady growth over the past four cohorts.
- The number of degrees and certificates awarded in FY 2021 (1,050) declined almost six percent compared to FY 2018 (1,112) which is 62 fewer graduates. However, the college awarded 43 more degrees compared to FY 2020. The number of graduates was 957 in FY 2021 compared to 1,027 in FY 2018 representing an almost seven percent decline or 70 fewer graduates. The number of career degrees awarded in FY 2021 (214) increased by one graduate compared to FY 2018 (213), while the number of transfer degrees awarded in FY 2021 (697) increased by 4.2% (669) compared to FY 2018. In addition, there were 139 certificates awarded in FY 2021, which was a decline of 39.6% compared to FY 2018 (230).
- The GPA of 2.0 or above at Maryland Public universities for FCC transfer students was 85.0%, with a two percent decline compared to the 2018 (87.0%) academic year.
- The percentage of transfer program associate degree and certificate graduates who enrolled at a four-year college or university within a year after graduation shows steady growth from FY 2017 (40.1%) to 44.1% in FY 2020.

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

Continuing Education and Workforce Development (CEWD) Business Solutions supports local employer needs with virtual and in-person programming. One highlight includes partnering with credit Biotechnology faculty to develop a Biotech Boot Camp. Frederick County Workforce Services (FCWS) advertises the training, recruits, and vets applicants, and pays for the training, which is free for students. The first class of 13 completers were all awarded jobs in local Biotech companies, with some students receiving more than one offer. Two of the students were recruited into the FCC Credit Biotech program. A second cohort ended in June 2022.

FCC continues to make progress in planning, developing, and launching hybrid/online offerings across CEWD program areas. For example, hybrid course offerings continue in the Construction & Applied Trades Institute and in Healthcare Careers program areas. Healthcare pathways were expanded in CEWD to include Prior Learning Assessment (PLA) articulated credit for completion of Phlebotomy Technician clinical courses in the workplace rather than the classroom and articulation agreements for the Foundations of Healthcare Careers course that include industry experience as well as credit programming. Moreover, FCC continued with innovative programming and development with advancements in the Health Sciences. State-of-

the-art laboratories were completed to provide students with contemporary equipment and health-related resources that enhance the training of Nursing, Medical Assisting, Respiratory Care, and Surgical Technology students. An Exercise and Rehabilitation laboratory was built to support the new Physical Therapist Assistant program starting in fall 2022. A fully outfitted four-room Simulation Center with high-fidelity simulation mannequins was completed to augment both programmatic (current) and interprofessional education scenarios (in development) to provide Health Science students with training in interprofessional clinical practice.

The following is the status of Innovation Goal indicators:

- The first-time pass rate for Registered Nursing students in FY 2021 was 86.0%, which increased one percent compared to FY 2018 (85.3%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2021 was 73.7%, which marked an increase of 12.6% compared to FY 2018 (61.1%).
- The rate of career program graduates employed full-time was 81.0%, which shows a healthy employment rate for the graduates.
- The median income growth of 2018 career program graduates three years after graduation was \$44,552 compared to one year prior to graduation, which was \$22,752. The rate of growth showed a \$21,800 increase in the salary of career program graduates when they complete their programs at FCC.
- Course enrollments in Continuing Education and Workforce Development declined 35.9% (2,424 to 3,781) from FY 2018 to FY 2021.
- Course enrollments in continuing professional education leading to government or industry-required certification or licensure declined 3.6% (1,400 to 1,349) from FY 2018 to FY 2021.
- Course enrollments in contract training declined 58.9% (1,763 to 725) from FY 2018 to FY 2021.

### **Response to MHEC Questions**

**Question 1: What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

The biggest challenge the College faced in 2019 was changing the way we thought about student barriers to success. Examining student barriers through an equitable lens allowed us to change our framework from “achievement gap” to “equity gap.” The achievement gap at FCC implied that the outcome disparity in the Outcome and Access Key Performance Indicators (KPI) was due to the failure of our students to achieve the outcomes rather than the structural barriers in our policies, procedures, or curriculum that produce equity gaps. As a result, FCC began to review the data based on an equity framework.

In 2021-2022, the College applied the new framework for closing racial equity gaps for African American and Latinx students, the populations where we consistently have seen opportunity gaps. After receiving training in the use of dashboards, a tool that allows data access for employees to address equity gaps, Department Chairs and Program Managers used FCC dashboards to track several years of equity data within their programs. Based on this information, departments identified probable causes for equity gaps and then submitted their responses in a

standardized template at the end of Fall 2021. All departments identified at least two initiatives that could be implemented at scale within their departments or programs for the 2022-2023 academic year to address equity gaps. All initiatives are on track for implementation. Also, Continuing Education and Workforce Programs began equity work in Spring 2021, focusing on access. CEWD administrators are currently reviewing demographic data points of enrolled students from 2016–2020 and are writing narratives to reflect on the reasons for equity gaps across gender, ethnicity, and race. The Equity Gap projects are being developed for Academic Affairs.

Areas of focus that emerged from this work include appealing to a broader audience of students, diversifying the adjunct pool, and making changes at a curricular level. These recommendations will increase access to students based on gender, race, and ethnicity. The College formed the Racial Equity Strategic Action Team in February 2022 with a holistic view to identify the challenges of implementing racial equity interventions, such as applying a racial equity lens in assessing institutional policies and procedures, and allocating funds to train faculty, advisors, program managers, and staff in closing a gap.

**Question 2: Has your institution used disaggregated data to identify equity issues in students’ educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution’s educational equities and inequities? If not, what data has been used to understand student outcomes?**

In its efforts to close racial equity gaps, the College is currently tracking 16 key performance indicators located in the Institutional Racial Equity Plan. There are eleven success-based benchmarks and four of them are based on the PAR indicators. The KPIs include successful-persister rates; graduation-transfer rates; 150% graduation rates; course failure rates; learning modalities; percentage of adult education students achieving one ABE educational functional level; percentage of adult educational students achieving at least one ESL educational functional level; and workforce training completers. Each indicator is disaggregated by Latinx, Asian, Black/African American, and White student groups. Also, there are five access benchmarks two of which are based on the PAR access indicators. The KPIs include percent credit and continuing education and workforce development enrollment by race/ethnicity. In 2022, Academic Affairs began to include other marginalized populations in the equity gap project, including students with disabilities, veteran and military students, and students enrolled in the English as a Second Language program.

Using disaggregated data has allowed the College to identify improvements in the performance of Black/African American and Latinx students over the past five years. The disaggregated data has also helped in setting the benchmarks for improving existing equity gaps, as there are still gaps that exists when compared to White and “all students.”

### **Community Outreach and Impact**

Last year’s PAR focused on the collaborations FCC had with our public partners to mitigate COVID-19 through the Frederick County Joint Information Center and the Frederick County Health Department. Like FY 2021, FY 2022 was heavily influenced by COVID-19 until masking was lifted on May 2022 in all indoor spaces, with the exception of private offices. Early in the

summer of 2021 there was some initial hope and optimism that a version of normalcy was on the horizon. Conversations around COVID-19 in meetings with the County Health Department hinted at “reopening strategies” and “post” COVID operations. Those conversations ended abruptly in early August of 2021 with the rapid rise of the Delta Variant throughout the world, including in Frederick County. The College continued to be predominantly remote in instruction and in operations during the summer and fall 2021 terms with a small increase in on-campus instruction and in some offices. College pre-pandemic community engagement continued to be on-hold as our performing and fine arts spaces were closed to the public. The College athletic programs followed all league COVID requirements and masking was required both indoors and outdoors through spring 2022.

On November 2, 2021, a full-time COVID-19 Pandemic Coordinator with a public health background was employed to guide the College through the impact of the emerging Delta Variant. The Pandemic Coordinator became the liaison to the County Health Department and took over tracking of reported student and employee cases. The State of Maryland and the Frederick County Health Departments shifted their focus and resources to vaccinations and strongly encouraged through rigorous publicity that everyone get vaccinated and boosted. The College responded by working with the County Health Department to set up COVID-19 testing and vaccination sights on campus. The first clinic was held on November 16, 2021, and 177 individuals received a vaccine that day. The College continued to work with the Frederick County Health Department to offer testing and vaccines regularly throughout the year, which benefited FCC students and employees until June 14, 2022.

We have reported in past Performance Accountability Reports about our robust partnership with Frederick County Public Schools (FCPS). The FCC/FCPS Dual Enrollment program continues to be strong and we recently added an Early College program. In summer of 2021, the College onboarded a full cohort of 25 Early College students from FCPS who took all of their classes directly through FCC. Due to the pandemic, most of their classes were online or in hybrid modalities. In this year one cohort, 14 students were students of color, three students participated in the Free and Reduced Meals Program, three were first-generation college students, and two were ESL students. Nine of our local high schools were represented in the cohort. The first FCC Early College class graduated in May of 2022. Fifteen students representing eight FCPS high schools graduated. Among the graduates, six students identified with at least one underrepresented group: five students of color, two Free and Reduced Meals Students, two ESL students, two first generation students, and one student with disabilities. The graduates completed nine different majors and are transferring to a variety of four-year schools. A special ceremony was held for Early College graduates and they were invited to participate in the general graduation ceremony as well.

In early March, on behalf of Frederick Community College, Interim President Powell conducted a one-day fundraising campaign via social media to support relief efforts for Ukrainians directly impacted by the current Russian invasion. All funds raised for this support, over \$18,600 in total, were divided three ways between Direct Relief, Save the Children, and the World Central Kitchen. The support checks were mailed the following week so they could be put to immediate use by these charities. As a community, we are proud to stand in solidarity and support of Ukraine and its people. Many of us want to assure the Ukrainian people will be safe and that this war ends soon.

For FY22, the FCC Admissions staff led or participated in 73 community outreach events, with a



total of 2,656 attendees.

- Fall and Spring Open Houses: Events were open to all prospective students and included information and a resource fair, campus tour, student panel, and career exploration workshops.
- Frederick County College Night: County-wide college fair where high school juniors and seniors talked with admissions representatives from over 100 colleges and universities.
- FCC Nights for High School Seniors: Two events held for high-school seniors included information and a resource fair, a presentation on Admissions, Advising, and Financial Aid, and a student panel.
- Recruitment Event for Dual Enrolled Seniors: Event for dual enrolled high school seniors to showcase the benefits of attending FCC after high school. An information and resource fair, a presentation from various campus departments, and a student panel were included.
- FCPS Counselor Workshop: Frederick County Public Schools counselors come to campus to hear from various campus departments and take a campus tour.
- Early Foundations: Held five days where high school sophomores came to campus to learn about their options. They completed career assessments, toured the campus, and heard from current FCC students.
- Virtual Admissions General Information Sessions: Virtual sessions were held over Zoom that went over the enrollment steps and had guest speakers from various departments including Financial Aid, Honors College, Adult Education/ESL, and Career & Academic Planning Services.
- Admissions Workshops: Held three on-campus workshops for prospective students to begin their enrollment steps. Students listened to an Admissions presentation, went on a campus tour, and had lab time to complete the application.
- ROAR Drop-In Days: Enrollment completion days in June and July for recent high school graduates to apply, complete placement testing, meet with an advisor, and register for classes.
- Admissions Enrollment Days: Enrollment completion days in August for all students to apply, complete placement testing, meet with an advisor, and register for classes.
- High School Visits: Visited each FCPS high school to meet with students interested in FCC.
- Talk & Tours: Group visits to FCC where prospective students receive an Admissions presentation and campus tour.
- Campus Tours: Prospective students and their families can sign up for a campus tour by the Admissions Office.

Frederick Community College Degree Progress Four Years after Initial Enrollment - Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1391		744		397 250			
2	Number attempting fewer than 18 hours over first 2 years		516		258		69 189			
3	Cohort for analysis (Line 1 – Line 2)		875	100.0%	486	100.0%	328	100.0%	61	100.0%
4	Earned Associate degree from this community college		367	41.9%	246	50.6%	117	35.7%	4	6.6%
5	Earned certificate, but no degree, from this community college		28	3.2%	17	3.5%	7	2.1%	4	6.6%
6	Total associate and certificate graduates (Line 4 + Line 5)		395	45.1%	263	54.1%	124	37.8%	8	13.1%
7	Transferred to Maryland two-year/technical college		42	4.8%	23	4.7%	16	4.9%	3	4.9%
8	Transferred to Maryland public four-year college		247	28.2%	171	35.2%	73	22.3%	3	4.9%
9	Transferred to Maryland private four-year college or university		48	5.5%	31	6.4%	17	5.2%	0	0.0%
10	Transferred to out-of-state two-year/technical college		21	2.4%	12	2.5%	8	2.4%	1	1.6%
11	Transferred to out-of-state four-year college or university		99	11.3%	62	12.8%	31	9.5%	6	9.8%
12	Total transfers (sum of Lines 7 - 11)		457	52.2%	299	61.5%	145	44.2%	13	21.3%
13	Graduated from this college and transferred (Line 6 ∩ Line 12)		254	29.0%	181	37.2%	71	21.6%	2	3.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		598	68.3%	381	78.4%	198	60.4%	19	31.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		31	3.5%	10	2.1%	19	5.8%	2	3.3%
16	Successful transition to higher ed (Line 14 + Line 15)		629	71.9%	391	80.5%	217	66.2%	21	34.4%
17	Enrolled at this community college last term of study period		37	4.2%	12	2.5%	23	7.0%	2	3.3%
18	Successful or persisting (Line 16 + Line 17)		666	76.1%	403	82.9%	240	73.2%	23	37.7%

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students		Asian Students		Hispanic Students		White Students (optional data)			
1	First-time full- and part-time fall headcount		261	70	202		841			
2	Number attempting fewer than 18 hours over first 2 years		105	23	79		303			
3	Cohort for analysis (Line 1 – Line 2)		156	100.0%	47	100.0%	123	100.0%	538	100.0%
4	Earned Associate degree from this community college		44	28.2%	23	48.9%	47	38.2%	248	46.1%
5	Earned certificate, but no degree, from this community college		7	4.5%	3	6.4%	5	4.1%	12	2.2%
6	Total associate and certificate graduates (Line 4 + Line 5)		51	32.7%	26	55.3%	52	42.3%	260	48.3%
7	Transferred to Maryland two-year/technical college		15	9.6%	2	4.3%	4	3.3%	21	3.9%
8	Transferred to Maryland public four-year college		41	26.3%	23	48.9%	31	25.2%	147	27.3%
9	Transferred to Maryland private four-year college or university		4	2.6%	2	4.3%	9	7.3%	33	6.1%
10	Transferred to out-of-state two-year/technical college		4	2.6%	0	0.0%	3	2.4%	14	2.6%
11	Transferred to out-of-state four-year college or university		17	10.9%	2	4.3%	20	16.3%	86	16.0%
12	Total transfers (sum of Lines 7 - 11)		81	51.9%	29	61.7%	67	54.5%	301	55.9%
13	Graduated from this college and transferred (Line 6 □ Line 12)		35	22.4%	17	36.2%	39	31.7%	160	29.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		97	62.2%	38	80.9%	80	65.0%	401	74.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		6	3.8%	1	2.1%	5	4.1%	19	3.5%
16	Successful transition to higher ed (Line 14 + Line 15)		103	66.0%	39	83.0%	85	69.1%	420	78.1%
17	Enrolled at this community college last term of study period		9	5.8%	2	4.3%	6	4.9%	20	3.7%
18	Successful or persisting (Line 16 + Line 17)		112	71.8%	41	87.2%	91	74.0%	440	81.8%

## FREDERICK COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	6,000	6,129	5,756	5,389
b. Percent of students enrolled part time	69.5%	69.9%	70.1%	71.5%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	28.7%	19.0%	14.0%	15.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	28.6%	27.4%	25.9%	26.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,941	2,957	2,485	1,233
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	28.8%	28.2%	29.3%	25.9%
b. Receiving Pell grants	15.8%	15.0%	15.4%	15.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	27.9%	25.5%	24.4%	23.2%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	69.5%	67.8%	66.8%	70.0%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	66.8%	53.0%	60.0%	61.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	12.4%	13.1%	13.8%	15.3%
b. Black/African American only	12.3%	13.0%	12.8%	12.6%
c. American Indian or Alaskan native only	0.3%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.5%	4.6%	4.6%	5.3%
f. White only	64.5%	62.6%	59.1%	58.3%
g. Multiple races	4.9%	5.4%	5.6%	5.5%
h. Foreign/Non-resident alien	1.0%	0.9%	3.8%	2.7%
i. Unknown/Unreported	0.1%	0.1%	0.1%	0.1%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	14.3%	13.6%	27.5%	31.6%
b. Enrolled in some, but not all, distance education	24.0%	24.2%	37.2%	26.4%
c. Not enrolled in any distance education	61.7%	62.1%	35.3%	42.0%

**FREDERICK COMMUNITY COLLEGE  
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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	39.3%	37.8%	35.6%	30.9%
b. State funding	21.5%	21.9%	22.8%	21.4%
c. Local funding	35.6%	37.3%	38.5%	38.8%
d. Other	3.6%	3.1%	3.1%	8.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K</b> Expenditures by function				
a. Instruction	48.9%	48.9%	48.9%	49.2%
b. Academic support	2.5%	2.2%	2.5%	2.5%
c. Student services	14.9%	14.7%	16.1%	13.5%
d. Other	33.7%	34.2%	32.5%	34.8%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	15,656	14,746	13,898	11,209	<b>14,746</b>
b. Credit students	8,896	8,636	8,690	8,017	<b>8,636</b>
c. Continuing education students	7,107	6,453	5,558	3,516	<b>6,836</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen	49.4%	52.6%	51.2%	46.3%	<b>52.6%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates	73.4%	75.5%	74.2%	73.8%	<b>75.5%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	57.3%	52.0%	57.8%	57.5%	<b>57.8%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	1,165	1,436	1,509	1,481	<b>1,660</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	6,056	6,522	7,820	15,103	<b>6,787</b>
b. Continuing education, online	456	485	528	650	<b>607</b>
c. Credit, hybrid	3,020	3,406	3,430	4,765	<b>3,576</b>
d. Continuing education, hybrid	28	47	57	480	<b>66</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	4,457	4,579	4,669	4,717	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	47.1%	47.3%	48.3%	48.0%	<b>47.6%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,937	2,797	2,464	1,138	<b>2,895</b>
b. Annual course enrollments	6,209	6,262	5,720	2,812	<b>6,119</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,586	1,597	1,424	704	<b>1,616</b>
b. Annual course enrollments	3,646	3,618	3,167	1,651	<b>3,620</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	30.2%	22.0%	26.6%	19.4%	<b>25.0%</b>
b. At least one ESL educational functioning level	53.0%	43.9%	30.8%	51.4%	<b>47.0%</b>
Note: Not reported if < 50 students in the cohort					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	34.5%	36.4%	37.1%	38.9%	<b>43.0%</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	26.3%	25.8%	25.1%	32.7%	<b>34.0%</b>
	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	24.8%	25.8%	26.8%	28.1%	NA
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	17.1%	16.8%	17.1%	20.4%	<b>23.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	18.0%	15.8%	20.0%	18.4%	<b>23.0%</b>

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	54.9%	56.3%	55.0%	57.1%	<b>62.0%</b>
b. Pell grant recipients	53.1%	61.0%	56.1%	64.9%	<b>62.0%</b>
c. Developmental students	56.3%	62.3%	56.5%	57.6%	<b>62.0%</b>
d. College-ready students	55.9%	58.6%	65.1%	63.5%	<b>62.0%</b>

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	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	67.7%	68.6%	70.5%	61.4%	71.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	79.9%	84.8%	86.9%	82.9%	90.0%
b. Developmental completers	74.5%	71.9%	76.9%	73.2%	75.0%
c. Developmental non-completers	33.3%	45.0%	62.1%	37.7%	NA
d. All students in cohort	74.0%	75.8%	80.4%	76.1%	80.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	75.3%	77.0%	82.9%	81.8%	NA
b. Black/African American only	70.3%	67.6%	74.2%	71.8%	NA
c. Asian only	69.7%	78.4%	71.2%	N/A	NA
d. Hispanic/Latino	73.2%	77.7%	79.4%	74.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	78.2%	81.7%	82.9%	78.4%	86.0%
b. Developmental completers	63.5%	60.2%	60.7%	60.4%	61.2%
c. Developmental non-completers	33.3%	35.0%	51.7%	31.1%	NA
d. All students in cohort	67.5%	67.9%	70.0%	68.3%	70.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	70.1%	70.7%	72.4%	74.5%	NA
b. Black/African American only	59.5%	59.5%	62.1%	62.2%	NA
c. Asian only	69.7%	74.5%	66.1%	N/A	NA
d. Hispanic/Latino	61.8%	61.2%	69.5%	65.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	1,112	1,024	1,007	1,050	1,043
b. Career degrees	213	197	202	214	NA
c. Transfer degrees	669	660	660	697	NA
d. Certificates	230	167	145	139	NA
e. Unduplicated graduates	1,027	915	910	957	NA

**FREDERICK COMMUNITY COLLEGE  
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	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	87.0%	85.0%	87.0%	85.0%	87.0%

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	40.1%	40.8%	42.7%	44.1%	43.0%

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	85.3%	90.8%	97.1%	86.0%	80.0%
Number of Candidates	61	65	68	58	
b. Respiratory Care	61.1%	78.9%	71.4%	73.7%	80.0%
Number of Candidates	18	19	14	19	
Note: Not reported if <5 candidates in a year					

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	83.5%	84.0%	82.0%	81.0%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$ 19,684	\$ 17,052	\$ 19,200	\$ 22,752	NA
b. Median annualized income three years after graduation	\$ 45,220	\$ 43,392	\$ 44,968	\$ 44,552	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,917	2,299	1,905	1,674	2,690
b. Annual course enrollments	3,781	3,250	2,671	2,424	4,015



**FREDERICK COMMUNITY COLLEGE  
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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,214	1,362	1,045	952	<b>1,594</b>
b. Annual course enrollments	1,400	1,605	1,194	1,349	<b>1,983</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,305	899	742	657	<b>1,102</b>
b. Annual course enrollments	1,763	1,288	886	725	<b>1,526</b>

Note: NA designates not applicable  
\* designates data not available

# **Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) September 2022**

## **MISSION**

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.

## **INSTITUTIONAL ASSESSMENT**

Garrett College (GC) is a small, rural community college located in western Maryland. The College had an unduplicated credit headcount of 789 in FY2022, which is a 1% decrease from FY2021 and a 7.8% decrease from FY20 (pre-Covid-19 pandemic numbers). The effects of Covid-19 continue to impact community college downward enrollment trends. The college's principal service area is Garrett County, Maryland (population 28,702 according to the July 1, 2021 census data, which is a 0.4% decrease from 2020), but it also draws students from 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, and most of the job growth has been in relatively low-paying service occupations.

### **Student Characteristics**

The College's fall 2021 enrollment included 390 students in degree and certificate programs, 179 dual-enrolled high school students (31% of total headcount), and 9 students with undeclared majors. A little more than half of Garrett College credit students (50.5%) attend full-time. Most of the college's out-of-county and out-of-state students, including athletes, reside in Garrett and Laker Halls as GC is one of two community colleges in the state with on-campus housing. As shown in Table 1 below, Garrett College offered a total of 16 transfer and career degree programs and three certificate programs during the 2021-2022 academic year. The Engineering Transfer (A.S.) program began in July 2021 utilizing a teach-out plan for the existing Electrical Engineering (A.S.E) students. The Electrical Engineering program was deactivated June 30, 2022. The Outdoor Leadership & Adventure Education program began in August 2021 with a teach-out plan for the students currently enrolled in Adventure Sports Management, which was deactivated in August 2021. The Adventure Sports Management Certificate was deactivated June 30, 2022. Graduation and transfer rates for the 2013-2017 cohorts are shown in Table 2 below.

**Table 1: Degree & Certificate Programs (AY 2021-2022)**

Program	Enrollment Fall 2021	Program	Enrollment Fall 2021
Addictions Counseling (A.A.S.)	7	General Studies (A.A.)	79
Outdoor Leadership & Adventure (A.A.S.)^	15	General Studies – Allied Health Prof.*	31
Arts & Sciences Transfer (A.A.)	71	Nat. Resources & Wildlife Tech. (A.A.S.)	35
Business Administration (A.A.)	32	Sport Management (A.A.S.)	21
Business & Info. Technology (A.A.S.)	22	Teacher Education (A.A.)	13
Computer Science (A.S.)	16	Adventure Sports Mgmt. (Certificate)	0
Cybersecurity (A.A.S.)	14	Cybersecurity (Certificate)	7
Early Childhood Ed./Special Ed. (A.A.T.)	7	Paramedic Studies (A.A.S.)	6
Electrical Engineering (A.S.E)	7	Professional Technical Studies – Machining (A.A.S.)	2
Elementary Ed./Special Ed. (A.A.T.)	5	Paramedic (Certificate)#	0

^ *Previously Adventure Sports Management (A.A.S.)*

\* *Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland*

#*Non-credit program also offered for credit*

**Table 2: Graduation and Transfer Rates**

Cohort	100% Time Graduation Rate	150% Time Graduation Rate	200% Time Graduation Rate	Transfer Rate
2013	12%	25%	27%	32%
2014	22%	32%	35%	31%
2015	18%	28%	29%	34%
2016	14%	24%	26%	31%
2017	16%	27%	29%	33%
2018	18%	28%	TBD	23%*
Average	16.6%	27%	29% (5-year average)	31%

\**Need to determine if this is an effect of the Covid-19 Pandemic*

The student body is predominantly white, but the College enrolls a minority population (on average 20-25%) that is proportionally much larger than that of its service area, which is less than 4%. Leading into fall 2021, there was still a lot of uncertainty with the COVID-19 situation and students were somewhat hesitant to commit to an out-of-area school. This resulted in a decrease in the number of students residing in the residence halls, which also resulted in an overall lower minority population. This will be reassessed in the fall 2022. The number of incoming students with developmental education needs has decreased to 29.4%. On average,

90% of the residence hall students place into at least one developmental course. The overall decrease in residence hall students in conjunction with the increased percentage of student athletes living on campus contributed to the drop in the percentage of students enrolled in developmental courses.

GC employed 23 full-time faculty members as well as a number of adjunct instructors during the 2021-2022 academic year. For the fall 2021 semester, 71% 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 key 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 goals of the College’s recently approved FY2021-FY2025 Strategic Plan align with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt.

**GOAL 1:** Provide Garrett College students, credit and noncredit, with innovative, relevant curriculum delivered by dedicated faculty/instructors who remain current in their field of study.

**GOAL 2:** Implement innovative best practices, designed to increase enrollment, improve retention, and enable student success.

**GOAL 3:** Deliver and assess innovative market-driven programs and services to stakeholders, and the community at large, leveraging the assets of Garrett County.

**GOAL 4:** Ensure the sustainability of the College through innovations in managing human, fiscal, physical, and technological resources.

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

Garrett College’s first line of its 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.*

In addition to the endeavors implemented during the Covid-19 pandemic and presented in last year’s PAR narrative, a blended, variable-hour position was created supporting a partnership between the Advising and Academic Success Center (AASC) and Continuing Education & Workforce Development (CEWD). AASC, admissions, and workforce development staff are supporting accessibility through initiatives to enable students to transition between credit and noncredit can be handled more seamlessly.

The trimodal or HyFlex educational course delivery method discussed under innovation also assists students with accessibility to post-secondary education.

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

Garrett College continually strives to use data to make data-driven decisions with respect to ensuring student success. The AASC has driven a conscious, continuous effort to further enhance student support services throughout the last few years. The services predominantly impacted include tutoring, academic advising, and our early alert structure. Here are a few ways we've done that in the last few years:

- Tutoring improvements – Introduced flexible tutoring options, enhanced marketing and promotion, enhanced tutor training and development, collaborated with faculty for tutor recommendations and tutee requests, integrated basic advising and blackboard support into tutoring, 504/ADA disability collaboration increased.
- Advising Improvements – The AASC Student/Advisor contact plan outlines proactive and intrusive efforts to mitigate student performance hiccups such as early alerts, low Blackboard engagement, attendance issues, academic attitude concerns, academic probation, and more. In addition, the AASC introduced touchpoints to celebrate student success by recognizing positive performance, established standard email to notify student of advisor name and contact information at beginning of each semester, introduced and enhanced virtual advising/testing to supplement face-to-face communication (significant for New Student Advising for non-local students), reinforced continuous advisor professional development (increased faculty advising training for new advisors, faculty actively seeking training for advising), developed AASC Student Resources Blackboard course to disseminate tutoring and advising information to students, established regular events such as Exam Jam, continued to enhance STARS Program, implemented of student self-registration (2019) to enrich student educational ownership, and introduced effective athletic advising.
- Early Alert improvements – Increased collaboration with faculty to introduce recommended checkpoints, establish prescribed interventions, and expand automated communications. In addition, the AASC developed and implemented a data dashboard with support from IT, integrated academic probation tracking, and has experienced an overall increase in faculty engagement with early alerts.

The fall 2020 cohort fall-to-fall retention for college-ready students (Indicator 14d) of 52.4% not only missed the new fall 2024 cohort benchmark by 22.6%, but also decreased the fall 2019 cohort by 22.4%. The college is now starting to see some of the aftereffects of the Covid-19 pandemic in our enrollment and retention numbers. The retention for all students (indicator 14a, Pell grant recipients (Indicator 14b), and developmental students (Indicator 14c) all dropped by 10-15% from the fall 2019 cohort and lost momentum of approaching the fall 2024 cohort benchmark.

Of the students in the entering fall 2017 cohort with at least one area of developmental need (Indicator 15), 58.5% completed all recommended developmental course work after four years, 11.5% below the fall 2021 cohort benchmark of 70%. The successful-persister rate after four years for developmental completers (Indicator 16b) is 83.3%, 0.3% above the benchmark of 83% and 13.7% above the fall 2016 benchmark. For the fall 2017 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students decreased by 6.2%. The successful-persister rate for developmental non-completers (Indicator 16c) decreased by 21.5% from a fall

2015 respectable 48.8% to 27.3%, which will be targeted in revisions that will be occurring during exploring a corequisite model that will offer not only supplemental developmental support but also complementary with an integrated developmental support person participating in the course.

For all students, the successful-persister rate (Indicator 16d) was 77.9%, 0.1% below the 80% benchmark and 7.6% above the fall 2016 cohort. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2017 cohort was 83.3%, exceeding the fall 2021 benchmark of 80%, but 4.2% below the fall 2016 cohort. The graduation/transfer rate for developmental completers (Indicator 18b) was 70.2%, which was 0.2% over the fall 2021 cohort benchmark of 70%. This indicator saw an increase of 7.2% from the fall 2016 cohort, but is 9.8% below the 80% from fall 2014 cohort. The “all students” cohort (Indicator 18d) also missed respective fall 2021 benchmark of 69% by 0.8%. The graduation/transfer rate for developmental non-completers (Indicator 18c) decreased to 27.3% for the fall 2017 cohort, 21.5% lower than the fall 2015 cohort. (This indicator is not benchmarked.)

Spring assessment workshops in May presented academic program curriculum maps for assessment starting in fall 2022.

For FY2021, the College awarded a total of 110 associate degrees: 43 career (A.A.S.) degrees and 65 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20a, b, and c). There was an overall increase in awards by 15 over FY20. Many students withdrew in spring of 2020 because of the Covid-19 pandemic and the conversion of courses to an online virtual environment. The College offers relatively few certificate programs and typically awards very few certificates (Indicator 202) (2 for FY2022). The benchmarks have been removed.

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

Garrett College has been transitioning some courses to a tri-modal or HyFlex model of educational content delivery where students can attend class face-to-face, participate synchronous online or watch the recording at a later time (asynchronous). This approach allows working non-traditional students the opportunity to take classes, but the student who wants and may need classroom learning environment the opportunity to attend face-to-face. The model also has provided the opportunity for students not to miss classes because of exposure to Covid-19 or a positive test.

Student-facing assistance for Blackboard was integrated into the AASC model of student support. AASC staff, including tutors, are proficient in the technology and able to provide basic usage support. Blackboard resources were also absorbed into the AASC Student Resources Bb course (a course all students are enrolled in that provides tutoring and advising details each semester).

### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

Garrett College is actively working on all the goals and strategies that are outlined in the state plan. GC's biggest challenges include:

1. Funding- scholarships, grants, keeping tuition and related costs affordable but competitive.
2. Access to resources- Given the college's location, there is limited access to resources that make attending equitable (transportation, affordable housing, childcare services).
3. Useful data for assessment purposes- because our disaggregate data is below 10 students in certain situation which renders the data unusable, and the limited feedback that we get from students when surveyed, it limits the college's ability to accurately assess given situations or know where issues may be.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

Garrett College has used disaggregated data when looking at developmental education and student success; however, there are situations where the college is below ten students, so the data cannot be used as the student(s) may be identifiable. Survey data is also used, but a limited number of students participate even with incentives. Obtained data, such as PAR degree progress analysis, is being used to investigate the implementation of corequisite math and English to support students who are not college ready, while providing the students the opportunity to place into college-level courses with additional support. Being enrolled in a heterogenous class allows underprepared students to work with their peers.

## **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 FY2022. Garrett College has a landing page specifically for Community and Campus. It can be found at <https://www.garrettcollege.edu/community-home.php>.

### **Community Conversations**

The Garrett College Library was a recipient of the Libraries Transforming Communities: Focus on Small and Rural Libraries grant, an initiative of the American Library Association (ALA) in collaboration with the Association for Rural & Small Libraries (ARSL). As part of this grant, the library hosted two engaging community conversation events in April 2022, discussing the historical and cultural impact of indigenous peoples of Garrett County. In addition, with these grant funds the Garrett College Library was able to create a new special collections room focusing on academic scholarship surrounding the indigenous peoples of Garrett County.

Jenny Meslener, GC's director of the library and learning commons, stated "Engaging community conversations was the first step in some new exciting initiatives to support diverse populations at Garrett College."

In September 2021, the Garrett College Library brought back the Joan Crawford Lecture Series. In memory and in honor of the dynamic educator Joan R. Crawford, the Garrett College faculty created the Joan Crawford Lecture Series. Crawford, who died in 2010, served the College community for more than 30 years. The lecture series is offered free of charge and the public and

community members are invited to attend. Lecture topics have included: the Transcontinental Railway, George Washington, local ecology, and autism awareness.

The summer 2022 Joan Crawford Lecture Series is being sponsored by an American Rescue Plan: Humanities Grants for Libraries, in which the Garrett College Library is a recipient. This grant was made possible with funding from the National Endowment for the Humanities (NEH) through the American Rescue Plan Act of 2021. Summer lecture topics include: Appalachian folklore, medical anthropology, and Native American literature.

### **Performing Arts Center (PAC)**

The PAC opened in summer 2022. The Performing Arts Center provides social, educational, cultural and economic benefits to the community. The Performing Arts Center at Garrett College is committed to facilitating performance-based education and opportunities for Garrett College and Garrett County Public Schools (GCPS) students while featuring showcase events sponsored by GLAF and GCAC, as well as county-supported activities. Given these diverse expectations, a broad-based community partnership initiative was developed to guide the development of the state-of-the-art facility. While Garrett College is responsible for managing the facility, the College is just one of five founding PAC partners. Garrett County Government, Garrett County Public Schools, Garrett Lakes Arts Festival, and Garrett County Arts Council are the other founding partners.

## **ACCOUNTABILITY INDICATORS**

Garrett College's Board of Trustees approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2017 cohort, which are attached in the GC 2022 PAR Template Excel file and Degree Progress file (reference separate tabs for each analysis).

## **BOARD OF TRUSTEES APPROVAL**

This report was approved by the Garrett College Board of Trustees on September 20, 2022.



	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		220		56		96		68	
2	Number attempting fewer than 18 hours over first 2 years		66		8		12		46	
3	Cohort for analysis (Line 1 – Line 2)		154 100.0%		48 100.0%		84 100.0%		22 100.0%	
4	Earned Associate degree from this community college		64 41.6%		31 64.6%		33 39.3%		0 0.0%	
5	Earned certificate, but no degree, from this community college		0 0.0%		0.0%		0.0%		0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		64 41.6%		31 64.6%		33 39.3%		0 0.0%	
7	Transferred to Maryland two-year/technical college		23 14.9%		1 2.1%		20 23.8%		2 9.1%	
8	Transferred to Maryland public four-year college		35 22.7%		20 41.7%		14 16.7%		1 4.5%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0.0%		0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		8 5.2%		2 4.2%		5 6.0%		1 4.5%	
11	Transferred to out-of-state four-year college or university		20 13.0%		9 18.8%		9 10.7%		2 9.1%	
12	Total transfers (sum of Lines 7 - 11)		86 55.8%		32 66.7%		48 57.1%		6 27.3%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		45 29.2%		23 47.9%		22 26.2%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		105 68.2%		40 83.3%		59 70.2%		6 27.3%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		13 8.4%		2 4.2%		11 13.1%		0 0.0%	
16	Successful transition to higher ed (Line 14 + Line 15)		118 76.6%		42 87.5%		70 83.3%		6 27.3%	
17	Enrolled at this community college last term of study period		2 1.3%		2 4.2%		0 0.0%		0 0.0%	
18	Successful or persisting (Line 16 + Line 17)		120 77.9%		44 91.7%		70 83.3%		6 27.3%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	68	0	0	143
2 Number attempting fewer than 18 hours over first 2 years	38			25
3 Cohort for analysis (Line 1 – Line 2)	30 100.0%	0 100.0%	0 100.0%	118 100.0%
4 Earned Associate degree from this community college	4 13.3%	#DIV/0!	0 #DIV/0!	58 49.2%
5 Earned certificate, but no degree, from this community college	0.0%	#DIV/0!	#DIV/0!	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	4 13.3%	0 #DIV/0!	0 #DIV/0!	58 49.2%
7 Transferred to Maryland two-year/technical college	7 23.3%	#DIV/0!	#DIV/0!	16 13.6%
8 Transferred to Maryland public four-year college	4 13.3%	#DIV/0!	#DIV/0!	31 26.3%
9 Transferred to Maryland private four-year college or university	0 0.0%	#DIV/0!	#DIV/0!	0 0.0%
10 Transferred to out-of-state two-year/technical college	3 10.0%	#DIV/0!	#DIV/0!	5 4.2%
11 Transferred to out-of-state four-year college or university	4 13.3%	#DIV/0!	#DIV/0!	16 13.6%
12 Total transfers (sum of Lines 7 - 11)	18 60.0%	0 #DIV/0!	0 #DIV/0!	68 57.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	4 13.3%	#DIV/0!	#DIV/0!	40 33.9%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	18 60.0%	0 #DIV/0!	0 #DIV/0!	86 72.9%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	1 3.3%	#DIV/0!	#DIV/0!	10 8.5%
16 Successful transition to higher ed (Line 14 + Line 15)	19 63.3%	0 #DIV/0!	0 #DIV/0!	96 81.4%
17 Enrolled at this community college last term of study period	1 3.3%	0 #DIV/0!	0 #DIV/0!	1 0.8%
18 Successful or persisting (Line 16 + Line 17)	20 66.7%	0 #DIV/0!	0 #DIV/0!	97 82.2%

## GARRETT COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018	Fall 2019	Fall 2020	Fall 2021
A Fall credit enrollment				
a. Unduplicated headcount	658	651	626	578
b. Percent of students enrolled part time	36.0%	36.7%	46%	50%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
B First-time credit students with developmental education needs	53.0%	45.7%	42.6%	29.4%
	FY 2018	FY 2019	FY 2020	FY 2021
C Credit students who are first-generation college students (neither parent attended college)	44.7%	30%	32.9%	28.4%
	FY 2018	FY 2019	FY 2020	FY 2021
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	N/A	1
	FY 2018	FY 2019	FY 2020	FY 2021
E Credit students receiving financial aid				
a. Receiving any financial aid	86.5%	88.5%	85.9%	82.7%
b. Receiving Pell grants	41.3%	36.6%	38.6%	29.2%
	FY 2018	FY 2019	FY 2020	FY 2021
F Students 25 years old or older				
a. Credit students	10.9%	10.9%	9.6%	10.0%
	FY 2018	FY 2019	FY 2020	FY 2021
b. Continuing education students	85.6%	84.3%	84.7%	84.00%
	FY 2018	FY 2019	FY 2020	FY 2021
G Credit students employed more than 20 hours per week	*	32.3%	*	*
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.8%	1.20%	1.76%	3.29%
b. Black/African American only	17.0%	17.20%	14.90%	9.69%
c. American Indian or Alaskan native only	0.6%	0.15%	0.16%	0.52%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.31%	0.16%	0.00%
e. Asian only	0.3%	0.31%	0.64%	0.69%
f. White only	77.4%	76.80%	78.27%	82.35%
g. Multiple races	1.2%	2.76%	3.00%	1.90%
h. Foreign/Non-resident alien	1.7%	1.20%	0.47%	0.17%
i. Unknown/Unreported	0.0%	0%	0.80%	1.38%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	5.0%	8.0%	30.0%	20.6%
b. Enrolled in some, but not all, distance education	43.0%	44.0%	55.0%	56.7%
c. Not enrolled in any distance education	52.0%	47.0%	15.0%	22.7%

## GARRETT COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	25.5%	25.0%	25.5%	24.0%
b. State funding	28.0%	28.5%	29.2%	33.0%
c. Local funding	33.6%	34.0%	34.6%	38.0%
d. Other	1.2%	1.4%	3.4%	5.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K</b> Expenditures by function				
a. Instruction	33.0%	30.9%	29.5%	30.3%
b. Academic support	8.2%	8.4%	6.5%	6.9%
c. Student services	18.5%	18.4%	18.1%	17.8%
d. Other	40.2%	42.3%	45.9%	45.0%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	5,588	4,663	3,654	2811	<b>5,000</b>
b. Credit students	835	835	856	797	<b>900</b>
c. Continuing education students	4,801	3,877	2,850	2053	<b>4,100</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	77.9%	72.8%	80.5%	83.5%	<b>80.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	73.2%	69.5%	71.6%	78.6%	<b>70%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	68.9%	75.7%	69.2%	80.60%	<b>83.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	133	147	196	179	<b>200</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	976	1,097	1,793	2,969	<b>1,900</b>
b. Continuing education, online	39	22	150	405	<b>100</b>
c. Credit, hybrid	249	287	426	140	<b>500</b>
d. Continuing education, hybrid	0	0	0	0	<b>NA</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,380	\$4,470	\$4,260	\$4,260	<b>NA</b>
b. Percent of tuition/fees at Md 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%	47.3%	44.1%	43.4%	<b>48.0%</b>

## GARRETT COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	795	665	346	254	<b>750</b>
b. Annual course enrollments	1,456	1,288	677	465	<b>1500</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	108	99	80	50	<b>120</b>
b. Annual course enrollments	154	154	140	80	<b>200</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	15.9%	24.5%	12.0%	*	<b>25.0%</b>
b. At least one ESL educational functioning level	*	*	*	*	*
<b>Note: Not reported if &lt; 50 students in the cohort</b>					

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	22.5%	23.2%	21.8%	16.3%	<b>28.0%</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	2.9%	1.7%	2.2%	2.5%	<b>1.2%</b>

	<b>Jul-18</b>	<b>Jul-19</b>	<b>Jul-20</b>	<b>July 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	2.9%	3.3%	3.3%	3.4%	NA

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	9.5%	5.0%	13.6%	8.7%	<b>16.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	4.0%	3.4%	2.2%	0%	<b>8.0%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	49.1%	55.5%	55.0%	45.90%	<b>60.0%</b>
b. Pell grant recipients	43.0%	54.3%	50.0%	35.40%	<b>57%</b>
c. Developmental students	39.0%	47.9%	52.0%	37.50%	<b>60%</b>
d. College-ready students	71.4%	69.1%	74.8%	52.40%	<b>75%</b>

**GARRETT COLLEGE**  
**2022 ACCOUNTABILITY REPORT**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	74.6%	59.8%	66.7%	58.50%	<b>70.0%</b>
16 Successful-persister rate after four years					Benchmark
a. College-ready students	91.3%	95.2%	97.9%	91.70%	<b>97.0%</b>
b. Developmental completers	84.1%	79.8%	69.6%	83.30%	<b>83.0%</b>
c. Developmental non-completers	25.0%	48.8%	34.3%	27.30%	NA
d. All students in cohort	81.2%	76.1%	70.3%	77.90%	<b>80.0%</b>
17 Successful-persister rate after four years					Benchmark Not Required
a. White only	82.9%	79.1%	76.0%	82.2%	NA
b. Black/African American only	78.9%	71.1%	64.7%	66.7%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Garrett College had less than 30 for 17b					
18 Graduation-transfer rate after four years					Benchmark
a. College-ready students	89.1%	88.1%	87.5%	83.30%	<b>80.0%</b>
b. Developmental completers	80.0%	68.7%	63.4%	70.20%	<b>70.0%</b>
c. Developmental non-completers	25.0%	48.8%	34.3%	27.30%	NA
d. All students in cohort	77.8%	68.5%	64.1%	68.20%	<b>69.0%</b>
19 Graduation-transfer rate after four years					Benchmark Not Required
a. White only	80.3%	69.1%	65.3%	72.9%	NA
b. Black/African American only	73.2%	68.3%	63.2%	60.0%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
20 Associate degrees and credit certificates awarded					Benchmark
a. Total awards	FY 2018	FY 2019	FY 2020	FY 2021	FY 2025
b. Career degrees	109	103	95	110	<b>135</b>
c. Transfer degrees	43	37	23	43	NA
d. Certificates	64	65	71	65	NA
e. Unduplicated graduates	2	1	1	2	NA
	108	103	95	110	NA

**GARRETT COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	81.3%	80.4%	83.7%	78.60%	<b>85.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	58.9%	56.3%	63.1%	65.70%	<b>65.0%</b>

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Program Name					NA
Number of Candidates					
b. Program name					
Number of Candidates					
c. Program Name					
Number of Candidates					
d. Program Name					
Number of Candidates					
e. Program Name					
Number of Candidates					
f. Program Name					
Number of Candidates					
g. Program Name					
Number of Candidates					
h. Program Name					
Number of Candidates					
Note: Not reported if <5 candidates in a year					

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	81.0%	75.0%	81.0%	70.0%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$7,432	\$7,876	\$10,292	\$8,724	NA
b. Median annualized income three years after graduation	\$26,780	\$23,324	\$29,796	\$26,820	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,184	3,386	2,557	1,866	<b>4000</b>
b. Annual course enrollments	8,774	7,506	5,822	3,626	<b>8800</b>

**GARRETT COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	668	827	481	628	<b>1000</b>
b. Annual course enrollments	828	1,100	586	842	<b>2000</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,984	2,294	1,784	1,108	<b>3000</b>
b. Annual course enrollments	6,767	5,749	4,673	2,268	<b>7000</b>

Note: NA designates not applicable  
\* designates data not available



# HAGERSTOWN COMMUNITY COLLEGE

## I. MISSION

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

## II. INSTITUTIONAL ASSESSMENT

### State Plan Goal 1- Access

HCC is committed to equitable access to affordable, high-quality postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 21 were 42.5 percent of that for attending Maryland public four-year institutions (Indicator 7). In that year, a significant number of the credit students received financial assistance (Indicator E a.) and almost a third received Pell grants (Indicator E b.). A growing number of scholarship programs are available for students pursuing Workforce Solutions Training Certificates. The Workforce Development Sequence Scholarship for Continuing Education is one example. This state scholarship is for Continuing Education students enrolled in a certificate program leading to a career in the workforce.

In fiscal year 2021, significant enrollment increases were not anticipated. Similar to many community colleges in Maryland and nationwide, credit headcounts declined as the continued impact of the pandemic and changes in the economy hit community colleges particularly hard. At the time, non-credit enrollments were expected to be down in part due to continued prison restrictions and lack of consistency in summer camp programming. The total annual unduplicated headcount decreased by 15.5 percent from the previous year (Indicator 1). The college saw decreases in both unduplicated headcount and annual course enrollments in continuing education courses due to these impacts from the COVID-19 pandemic (Indicators 8 and 9).

The pandemic brought a sense of urgency and an enhanced need to change how HCC delivers education. The crisis showed that HCC is capable of offering the flexibility the students look for when scheduling their courses (Indicators I, 6). However, prior to the pandemic, the college had already been strategically offering increasing numbers of online courses to enhance accessibility and the ability to meet workforce requirements and needs. This was to help alleviate obstacles such as location, class schedules, transportation, and time. HCC continues to offer a number of degrees and certificates at least partially online, several of which can be completed entirely online. HCC continues to invest in tools to strengthen the quality of online instruction. One example is Quality Matters, a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components. Blackboard ALLY is a tool to

assist faculty with providing accessible materials for students online. This tool was purchased to create more inclusive learning environments for all students.

Diversity and inclusion is one of the key values at HCC. Being a leader within the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2020 census data and 2021 population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse over the last decade. Minority groups now comprise about 24.2 percent of the county population, while the College's minority credit students accounted for 28.7 percent of all credit enrollments in fall 2021 (Indicator H). Individuals that identified as Black comprise the largest minority group, both in the county and at HCC, and accounted for 11.0 percent of Fall 2021 enrollment.

There were 113 Black students in the fall 2017 analysis cohort as seen in the degree progress charts. The successful-persister rate after four years (Indicator 17) for the cohort was 75.0 percent, trailing the rate for White students in the cohort. It should be noted that this group is *almost 15% higher than the fall 2012 cohort*. The graduation-transfer rates for the cohorts were 48.2 percent for Black students (Indicator 19) and 68.1 percent for White students. Again, this group showed gains over the fall 2013 cohort yet is still trailing the White peers. The achievement gap has closed over the most recent four years.

HCC has a number of programs and initiatives to attract, retain, and support a diverse student body. There are two key programs that provide services to at-risk students to help them persist and complete their studies. The Career Program Achievers (CPA) program works with low-income adult students enrolled in short-term training programs. The TRiO: Student Support Services program provides support services to students who are first-generation, low income, and/or have disabilities. Support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. Historically, the Multicultural Committee promoted student learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that helped create an open campus environment. This committee transitioned to a Diversity and Inclusion Committee in the fall. This new committee is charged with planning the annual on-campus diversity event in honor of Dr. Martin Luther King, Jr. among other campus initiatives.

One of the College's greatest challenges has been the lack of role models for the increasingly diverse student population. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in urban and metropolitan areas. The challenge to recruit full-time faculty and administrators from minority groups to provide positive role models and to help create a culturally diverse environment is an institutional priority. Overall, 8.3 percent of all full-time faculty in fall 2021 were minorities (Indicator 12), a percentage that decreased from fall 2020. The percentage of minorities classified as administrative and professional staff (Indicator 13) increased from 8.5 percent in fall 2020 to 10.4 percent in fall 2021. To help ensure an inclusive work environment the Human Resources department sponsors training on discrimination and harassment for all employees.

## State Plan Goal 2 - Success

HCC continues to examine and refine support systems to improve programs and enhance student satisfaction and success. HCC developed strategies to improve retention in 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.

The pandemic was challenging in a number of ways for students. The Fall-to-Fall retention rate of college-ready students for the fall 2020 cohort was 46.1 percent, which was a decrease from the previous year. The retention of developmental students decreased from 47.5 percent to 44.2 percent (Indicator 14).

HCC continues to monitor changes made to improve developmental student retention and completion. Several years ago, all developmental levels across English, English as a Second Language (ESL), and math were standardized. Furthermore, mentors are assigned to all adjunct developmental studies instructors to provide advice and instructional support, which ultimately benefits students. In January 2019, a new minimum placement score (below which score students will not be admitted to developmental programs) went into effect; students who test below this score can register instead for adult education classes. In addition, if students have a high school GPA of 3.0 or higher (within the last five years), they do not need to take developmental coursework, but may directly enter college-level math and/or English. All math and English developmental courses were also restructured. For example, Developmental English now consists of one level rather than three. English as a Second Language courses offered through HCC's adult literacy services also serve as a bridge from non-credit to credit English courses once successfully completed.

Developmental coursework appeared to be a barrier for some students who wished to complete degree or certificate programs. The revised curriculum is meant to help students proceed quickly but also move successfully to credit-level courses. Developmental completion percentages after four years for the fall 2017 cohort remained fairly flat at 54.2 percent when compared to the fall 2016 cohort (Indicator 15). HCC will continue to monitor the success of these initiatives.

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 2017 cohort after four years for college-ready students (87.6 percent) and developmental completers (85.8 percent) is higher than that of developmental non-completers (60.9 percent). The same is true of graduation/transfer rates (Indicator 18). The College's emphasis on outcome assessment has been a direct response to an increased emphasis on completion rates. Degree audits, which are reports that show how many and which courses a student needs to complete his/her program, have been a tool used by advisors to help students close to meeting their degree and certificate requirements. Academic programs are regularly reviewed during annual unit planning to address possible impediments to completion (e.g. unnecessary prerequisites, course scheduling, and sequencing, etc.).

HCC awarded 775 degrees in FY 21 (Indicator 20); fairly flat from the 785 awarded in FY 20, the enrollment declines that began almost a decade ago have had a correlating effect on overall completion numbers. Student engagement is critical to retention and completion. Recent changes have occurred in the way that HCC delivers advising and student support experiences. Students are assigned a faculty advisor with whom they are encouraged to consult regarding program-related materials and future coursework. Students are also encouraged to be more self-sufficient by using Ellucian Self-Service to register for their classes online and track their progress to program completion, as well as establish positive student-faculty engagement. This, in turn, frees retention and registration staff to spend more time with those students who need other support. Case management programs, such as TRiO: Student Support Services (SSS), Disability Support Services (DSS), and Career Program Achievers (CPA), as well as the BIT/CARE team play a big role in HCC's success with program completion. Additional student spaces were created to support retention, growth, and development by providing more opportunities to engage students. In addition, HCC recently added a full-time veterans advisor position to help ensure that student veterans are on track for graduation and access their educational benefits in order to remain on track.

HCC has been intentionally working to secure financial support for future efforts related to student success. Grant initiatives include restructuring efforts around the Guided Pathways model. If successful, HCC students will benefit from the creation of a first-year experience course, enhanced orientation experience, and new career development activities.

A significant initiative 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. 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.

First-time passing rates on licensure/certification examinations (Indicator 23) for Practical Nursing continued to be 100 percent, as they have been for the past several years. During COVID, students in HCC's associate degree nursing program dropped their pass rate to 85.7 percent from 95.6 percent. The percentage of radiology graduates passing the registry examination increased from 85.0 percent to 100 percent.

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

As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce through both credit and noncredit experiences. To respond to employer needs, local and state employment trends are studied via environmental scanning and input by advisory committees. As a result, HCC developed high skill/high wage credit programs in Biotechnology, Alternative Energy, Dental Hygiene, and Cybersecurity. All career programs have advisory committees, which include industry/business leaders who review program curriculum, provide information regarding 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.

HCC is continuing to shape its array of credit-free course and program offerings to serve new demands for content as well as instructional delivery preferences. Workforce development, certifications and licensures, and contract training are administered through the Workforce Solutions and Continuing Education unit. FY 21 unduplicated enrollment in contract training (Indicator 28) dropped significantly from FY 20 due to COVID-related restrictions. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated declines as well but not as dramatic (Indicator 26).

In terms of the physical campus, HCC continues to move forward with campus expansion and site improvements. The HCC future plan incorporates projects that will strengthen the sense of arrival to campus as well as enhance pedestrian connectivity, safety and comfort, and create a more sustainable and unifying landscape. HCC is also committed to projects that are energy efficient such as the air conditioning system installed in the Athletic, Recreation, and Community Center (ARCC) which is used to accommodate large cultural, community, and social events. The campus expansion includes a new location that will house off-campus skilled trades training programs at the D.M. Bowman Family Workforce Training Center.

HCC has finished construction on a renovated space that supports the growth of the college's business curriculum as well as maintains and improves services to growing businesses. The Center for Business and Entrepreneurial Studies (CBES) serves as a center for high-tech startup businesses, while the rest of the building is dedicated to teaching and learning, including a portion of the manufacturing floor newly dedicated to supporting HCC's advanced manufacturing programs for robotics. Updates included, but not be limited to, a new roof and fire alarm system, as well as extensive remodeling of all floors, including the addition of classroom spaces, updates to client offices, the addition of a new e-business office, and the creation of a designated IT network room.

### **III. COMMUNITY OUTREACH AND IMPACT**

HCC has provided quality training and education to the residents of Washington County and the surrounding communities from its inception in 1946. Since that time, the College has strived to be a full partner in the social and economic development of the region. In the most recent strategic plan, the College identified six commitments that will guide the priorities of our work for the next four years. Partnerships and Community are two key components among those six priorities. To achieve success, the College plans to work with local employers to add internship and apprenticeship opportunities across an array of educational programs. HCC's Advancement Office will continue to foster a culture of giving in the community that will expand scholarship opportunities for future HCC students.

Enrollment and Retention are also two vital commitments in the new strategic plan. Like other community colleges, HCC has experienced enrollment pressure as a result of the ongoing impact

of the COVID-19 pandemic, changes in the economy, and lack of appreciation of higher education. HCC's efforts to attract and retain local high school graduates continued to be a high priority in FY 21. Despite challenges with engaging with the high schools during COVID, HCC remained the college of choice for recent, college-bound high school graduates (Indicator 4). HCC continued to expand its marketing, recruitment, and programming efforts in an attempt to attain greater penetration into the traditional college-age (25 years or younger) population. Additionally, in FY 21, HCC continued to work to provide current high school students with high-quality educational opportunities. The ESSENCE program provided dual credit classes to many students that want to experience college courses either on campus or at their high school (Indicator 5). For talented and motivated high school students, HCC offered the exceptional Middle College program, allowing students to graduate from high school with an associate's degree in a number of different fields.

**What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

The biggest challenge that HCC has identified as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education is improving college readiness among high school students. The learning loss sustained during the COVID-19 pandemic was substantial for many Washington County students and has carried forward into the subsequent years. Prior to the pandemic, academic achievement as measured by proficiency on a state math test was between 35%-58% for all local secondary schools, with the exception of one selective admission school. Comparable results following the pandemic are not yet publicly available. Compounding this performance issue are the mental health challenges the students bring with them when attending college. HCC has worked to provide academic and social support for students in order to facilitate success but this has been taxing on college resources such as personnel. The College has made significant investments in technology in order to address concerns regarding student success.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

Disaggregated data is currently often used to examine equity issues in particular circumstances at HCC when specific questions are raised. This is not something HCC has adopted as a systematic practice at this time. For example, the College has examined student performance in online courses versus traditional courses to determine whether there were gaps in success. In the future, the Cultural Diversity Plan can be used as one planning tool to strategically identify equity issues in student educational opportunities and outcomes. The new Diversity and Inclusion Committee is now serving as a mechanism for receiving proposals to fund initiatives that might be used to advance the diversity and inclusion work of the college.

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		867		256		331		280	
2	Number attempting fewer than 18 hours over first 2 years		357		55		91		211	
3	Cohort for analysis (Line 1 – Line 2)		510 100.0%		201 100.0%		240 100.0%		69 100.0%	
4	Earned Associate degree from this community college		223 43.7%		122 60.7%		91 37.9%		10 14.5%	
5	Earned certificate, but no degree, from this community college		12 2.4%		1 0.5%		7 2.9%		4 5.8%	
6	Total associate and certificate graduates (Line 4 + Line 5)		235 46.1%		123 61.2%		98 40.8%		14 20.3%	
7	Transferred to Maryland two-year/technical college		14 2.7%		5 2.5%		6 2.5%		3 4.3%	
8	Transferred to Maryland public four-year college		92 18.0%		51 25.4%		39 16.3%		2 2.9%	
9	Transferred to Maryland private four-year college or university		8 1.6%		5 2.5%		3 1.3%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		16 3.1%		3 1.5%		10 4.2%		3 4.3%	
11	Transferred to out-of-state four-year college or university		115 22.5%		63 31.3%		43 17.9%		9 13.0%	
12	Total transfers (sum of Lines 7 - 11)		245 48.0%		127 63.2%		101 42.1%		17 24.6%	
13	Graduated from this college and transferred (Line 6 $\square$ Line 12)		154 30.2%		100 49.8%		49 20.4%		5 7.2%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		326 63.9%		150 74.6%		150 62.5%		26 37.7%	
15	No award or transfer, but 30 credits with GPA $\geq$ 2.00		68 13.3%		21 10.4%		38 15.8%		9 13.0%	
16	Successful transition to higher ed (Line 14 + Line 15)		394 77.3%		171 85.1%		188 78.3%		35 50.7%	
17	Enrolled at this community college last term of study period		30 5.9%		5 2.5%		18 7.5%		7 10.1%	
18	Successful or persisting (Line 16 + Line 17)		424 83.1%		176 87.6%		206 85.8%		42 60.9%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	113	11	64	613
2 Number attempting fewer than 18 hours over first 2 years	57	3	25	243
3 Cohort for analysis (Line 1 – Line 2)	56 100.0%	8 100.0%	39 100.0%	370 100.0%
4 Earned Associate degree from this community college	16 28.6%	1 12.5%	13 33.3%	178 48.1%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	12 3.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	16 28.6%	1 12.5%	13 33.3%	190 51.4%
7 Transferred to Maryland two-year/technical college	0 0.0%	0 0.0%	4 10.3%	10 2.7%
8 Transferred to Maryland public four-year college	13 23.2%	2 25.0%	3 7.7%	70 18.9%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	8 2.2%
10 Transferred to out-of-state two-year/technical college	1 1.8%	1 12.5%	3 7.7%	8 2.2%
11 Transferred to out-of-state four-year college or university	8 14.3%	1 12.5%	5 12.8%	95 25.7%
12 Total transfers (sum of Lines 7 - 11)	22 39.3%	4 50.0%	15 38.5%	191 51.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	11 19.6%	1 12.5%	6 15.4%	129 34.9%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	27 48.2%	4 50.0%	22 56.4%	252 68.1%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	8 14.3%	3 37.5%	6 15.4%	46 12.4%
16 Successful transition to higher ed (Line 14 + Line 15)	35 62.5%	7 87.5%	28 71.8%	298 80.5%
17 Enrolled at this community college last term of study period	7 12.5%	1 12.5%	5 12.8%	16 4.3%
18 Successful or persisting (Line 16 + Line 17)	42 75.0%	8 100.0%	33 84.6%	314 84.9%



## HAGERSTOWN COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	4,156	3,848	3,433	3533
b. Percent of students enrolled part time	75.6%	72.4%	65.2%	67.8%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	64.4%	51.7%	23.8%	34.80%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	44.8%	45.8%	43.8%	41.8%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	264	239	288	157
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	67.3%	69.8%	69.1%	72.5%
b. Receiving Pell grants	32.6%	33.5%	35.7%	31.9%
F Students 25 years old or older				
a. Credit students	30.3%	29.3%	26.6%	26.8%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	73.8%	75.3%	73.8%	70.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	n/a	n/a	n/a	n/a
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.5%	7.6%	8.0%	9.2%
b. Black/African American only	11.1%	12.2%	10.9%	11.0%
c. American Indian or Alaskan native only	0.2%	0.0%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
e. Asian only	2.3%	2.2%	2.4%	2.8%
f. White only	71.6%	69.4%	69.8%	68.1%
g. Multiple races	4.8%	5.2%	5.2%	5.4%
h. Foreign/Non-resident alien	1.2%	1.1%	0.7%	0.6%
i. Unknown/Unreported	2.2%	2.1%	2.6%	2.6%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	11.7%	12.0%	57.9%	27%
b. Enrolled in some, but not all, distance education	26.8%	26.4%	29.3%	39%
c. Not enrolled in any distance education	61.5%	61.6%	12.8%	34%

## HAGERSTOWN COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	44.0%	44.0%	42.0%	38.3%
b. State funding	27.0%	26.0%	27.0%	26.1%
c. Local funding	28.0%	28.0%	29.0%	27.6%
d. Other	1.0%	2.0%	2.0%	8.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K</b> Expenditures by function				
a. Instruction	43.1%	39.9%	40.3%	40.9%
b. Academic support	8.8%	8.7%	9.3%	9.8%
c. Student services	13.3%	11.9%	12.5%	11.6%
d. Other	34.8%	39.7%	37.9%	37.7%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	12,366	12,244	10,692	9,039	<b>13,750</b>
b. Credit students	5,761	5,750	5,401	4,997	<b>6,500</b>
c. Continuing education students	7,312	7,065	5,709	4,508	<b>8,500</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen	60.7%	64.6%	61.3%	64.7%	<b>68.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates	81.9%	83.2%	78.8%	80.4%	<b>85.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	73.3%	70.7%	73.6%	69.9%*	<b>80.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	755	741	743	803	<b>850</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	6,746	6,900	7,986	18,488	<b>7,500</b>
b. Continuing education, online	580	565	1,038	1,755	<b>700</b>
c. Credit, hybrid	1,383	1,566	1,252	937	<b>1,750</b>
d. Continuing education, hybrid	5	6	40	40	<b>30</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$136	\$139	\$139	\$139	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	43.1%	43.1%	43.2%	42.5%	<b>44.0%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,520	2,017	1,344	786	<b>2,000</b>
b. Annual course enrollments	3,659	3,274	1,979	1,191	<b>3,000</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,203	1,002	915	556	<b>1,500</b>
b. Annual course enrollments	2,519	2,096	1,794	1,063	<b>2,750</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	4.1%	18.5%	10.4%	19.8%	<b>25.0%</b>
b. At least one ESL educational functioning level	19.1%	39.0%	21.1%	11.8%	<b>40.0%</b>
Note: Not reported if < 50 students in the cohort					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	28.6%	27.5%	26.8%	29.7%	<b>30.0%</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	29.1%	27.8%	32.8%	31.7%	<b>35.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	19.6%	20.4%	21.0%	21.90%	<b>NA</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	7.5%	7.8%	9.5%	8.3%	<b>10.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	8.6%	9.8%	8.5%	10.4%	<b>10.0%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	52.9%	53.5%	53.7%	46.0%	<b>60.0%</b>
b. Pell grant recipients	49.7%	48.1%	48.6%	47.2%	<b>55.0%</b>
c. Developmental students	45.5%	49.4%	47.5%	44.2%	<b>55.0%</b>
d. College-ready students	72.1%	64.9%	56.1%	46.1%	<b>70.0%</b>

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2022 ACCOUNTABILITY REPORT**

	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	42.6%	54.8%	55.0%	54.2%	<b>60.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	84.7%	94.0%	84.5%	87.6%	<b>92.0%</b>
b. Developmental completers	82.2%	79.8%	88.0%	85.8%	<b>90.0%</b>
c. Developmental non-completers	45.0%	44.7%	46.8%	60.9%	<b>NA</b>
d. All students in cohort	71.5%	77.4%	73.4%	83.1%	<b>80.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	71.0%	72.9%	75.4%	84.9%	<b>NA</b>
b. Black/African American only	73.0%	68.2%	68.0%	75.0%	<b>NA</b>
c. Asian only	*	*	*	*	<b>NA</b>
d. Hispanic/Latino	*	*	*	*	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	75.8%	82.1%	76.7%	74.6%	<b>80.0%</b>
b. Developmental completers	61.6%	61.1%	71.8%	62.5%	<b>65.0%</b>
c. Developmental non-completers	35.0%	34.1%	34.5%	37.7%	<b>NA</b>
d. All students in cohort	56.5%	61.4%	60.1%	63.9%	<b>65.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	59.5%	57.2%	61.7%	68.1%	<b>NA</b>
b. Black/African American only	54.0%	52.3%	58.0%	48.2%	<b>NA</b>
c. Asian only	*	*	*	*	<b>NA</b>
d. Hispanic/Latino	*	*	*	*	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	758	767	785	775	<b>900</b>
b. Career degrees	218	234	220	216	<b>NA</b>
c. Transfer degrees	350	336	407	383	<b>NA</b>
d. Certificates	190	197	158	176	<b>NA</b>
e. Unduplicated graduates	718	733	708	748	<b>NA</b>

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	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.4%	86.0%	90.0%	86.2%	90.0%

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	56.7%	63.0%	56.6%	67.6%	65.0%

### Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX for Registered Nurses	98.0%	97.7%	95.6%	85.7%	99.0%
Number of Candidates	50	86	68	77	
b. Cert. Exam Amer. Registry of Rad. Tech.	83.3%	87.0%	85.0%	100.0%	100.0%
Number of Candidates	30	31	20	21	
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	17	24	19	26	
Note: Not reported if <5 candidates in a year					

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	74.0%	77.0%	74.0%	75.0%	NA

	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$17,616	\$17,488	\$17,716	\$20,168	NA
b. Median annualized income three years after graduation	\$42,612	\$47,112	\$45,592	\$44,816	NA

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,800	4,291	3,654	3,166	4,500
b. Annual course enrollments	5,389	6,522	5,373	5,123	6,500

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,498	2,492	1,628	1,323	2,700
b. Annual course enrollments	3,378	3,570	2,342	2,764	4,000

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,203	1,581	1,451	592	2,000
b. Annual course enrollments	1,729	2,146	2,046	1,054	2,500

Note: NA designates not applicable

\* designates data not available

# 2021 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

## 1. Mission

During the 2020-2021 academic year, Harford Community College (HCC) continued to embrace, follow, and strive to achieve the goals in the new 2019-2024 Strategic Plan approved by the Board of Trustees in June, and effective in July 2019.

As such, the Institutional mission for the 2020-2021 academic school year was: *Grow. Achieve. Inspire. Contribute.*

Harford Community College's Vision is to strive for:

- *Satisfaction:* Demonstrate excellence in all we do as measured by those we serve.
- *Completion:* Do what it takes for students to achieve their goals.
- *Success:* Prepare all constituents to make a positive impact and inspire change in the world.

## 2. Institutional Assessment

**Commission Prompt - What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

HCC's biggest challenge is enrollment. Enrollment has been affected negatively by the economy and the pandemic. More recent data and analyses indicate that these effects may continue for some time.

Plentiful jobs have resulted in a low unemployment rate that has motivated some potential students to obtain immediate employment instead of improving their employment skills through education. Often, this situation results in the populations that would benefit the most from higher education in terms of equity choosing short-term employment gains over long-term educational gains.

The COVID pandemic negatively impacted enrollment in multiple ways. First, the pandemic disproportionately negatively affected the lower social-economic strata of our county. These individuals were negatively impacted by the lack of access to technology motivating them to avoid online education options that the pandemic required. Additionally, some students strongly prefer face-to-face courses and some courses are difficult to teach well in a remote environment.

**Commission Prompt - Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

HCC has made extensive use of disaggregated data to identify equity issues. The college has produced numerous dashboards with KPIs that can be quickly disaggregated by any user. These KPIs focus on student access, success, retention, and completion. This disaggregated data has been shared through presentations to the Board of Trustees and to the college as a whole. Several populations including African American students, Hispanic students, students age 25 years and above, Pell recipients, and first-generation students have been consistently been trailing their peers in terms of access, success, retention, or completion. We have also learned that students who fall into multiple risk categories are even more likely to be disadvantaged in terms of outcomes. However, not every group is affected in the same way or to the same extent. Disaggregating outcomes data has allowed HCC to begin establishing priorities.

### Access Indicators

Harford Community College proudly and continually strives to further the goals and strategies outlined in the *2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt. State Goal 1 (Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)* which urges institutions of higher education in Maryland to be committed leaders to college readiness and financial literacy.

HCC experienced a decrease in enrollment metrics as evidenced by indicators 1a through 5. These indicators have either been below their benchmarks for the past four years or dipped below their benchmarks. All of these benchmarks are below previous levels. Indicators 1a through 4 this is likely due to several factors including a robust jobs market and lingering effects from the COVID pandemic. The drop associated with indicator 5 is largely due to elimination of transitional courses being taught in high schools. HCC has recently identified working with majority minority high schools as a priority.

The most recent changes for indicators 6a through 6c are the necessary result of the COVID pandemic. Enrollment growth in credit online courses and online continuing education courses grew tremendously due to moving course sections that would normally have been taught face-to-face temporarily to an online format. Early indications are that the COVID pandemic has likely accelerated the increased demand for online learning. Prior year's changes in 6a and 6b came from efforts to grow the amount and quality of our online course offerings. These efforts to expand student options continue.

Indicator 7b, HCC tuition and fees for credit courses as a percentage of tuition and fees at Maryland public four-year institutions decreased to 48.7% in FY2022, though there was no change in HCC tuition since FY2020. The College continues to support affordable college access through scholarships such as those provided by the HCC Foundation. The Board of Trustees decided not to raise tuition for FY2022. Increased state and local funding allowed HCC to keep tuition at previous levels.

Additionally, HCC experienced a sharp decline in the continuing education community service and lifelong learning metrics, indicators 8a and 8b. Enrollments decreased in FY2021 by 76% for the Unduplicated annual headcount metric, indicator 8a. Enrollments for the Annual course

enrollments metric, indicator 8b, decreased 80%. These declines are largely the result of the COVID pandemic.

Likewise, basic skills, and literacy course enrollments, indicators 9a and 9b, experienced significant declines for FY2021. The Unduplicated annual headcount metric, indicator 9a, decreased to 360, a 50% drop. Annual course enrollments metric, indicator 9b, decreased to 800. In FY2021, a 56% drop. Achievement in adult education courses, indicator 10a and 10b, was mixed. The ABE metric, indicator 10a, continues to show increased success and is above the 20% achievement benchmark at 22.2%. However, the ESL metric, indicator 10b, had a significant drop of 10.2 percentage points to 11.1% and is now well below the benchmark score.

The COVID-19 pandemic adversely impacted enrollments for critical non-credit programs like Community Education, Trade, and Senior Enrichment. While the impact of COVID-19 also negatively affected enrollment in these areas through FY2021, The College has seen growth in these areas in FY2022. Overall, the College is committed to continuing and community education, and looks forward to post-pandemic growth in this area.

HCC's efforts in programs such as My College Success Network and Soar2Success, which focused resources on eradicating attainment gaps due to income, race, gender, and ethnicity, directly caused an increase in the Minority student enrollment compared to service area population metric (indicator 11). In these areas, the College has seen slow, but steady growth. The percent nonwhite credit enrollment metric, indicator 11a, remained at 30.3% in Fall 2021, above the benchmark. Furthermore, the percent nonwhite continuing education enrollment metric, indicator 11b, increased to 22.7% in FY2021. Both minority student indicators are above the 2025 benchmarks.

Efforts to hire the most highly qualified faculty possible while also striving to diversify faculty improved the Percent minorities (nonwhite) of full-time faculty metric, indicator 12, to 15.4% in Fall 2021, which is above the benchmark. As reflected in the strategic plan, HCC focuses on diversifying its administrative and professional staff. The Percent minorities (nonwhite) of full-time administrative and professional staff metric (indicator 13) dropped slightly in Fall 2021 to 18.5%, just below the 2025 benchmark.

## Success Indicators

Harford Community College supports ***Goal 2 (Success: promote and implement practices and policies that will ensure student success)***. To this end, the College continued to focus on students with developmental coursework, resulting in a steady increase in the Developmental completers after four years metric (indicator 15), which increased for the Fall 2017 Cohort to 62.3% and exceeds the Fall 2021 Cohort benchmark.

The fall-to-fall retention rates for three of the four student categories in indicator 14 increased for the Fall 2020 cohort compared to the Fall 2019 cohort. One of those, indicator 14b, Pell grant recipient retention, met the benchmark. Another indicator, 14a – all student retention, was just shy of the established benchmark. Despite an increase of 8.1 percentage points from 46.7% to 54.8%, the developmental student retention indicator (14c) was still 2.2 percentage points below



the benchmark. The final student retention indicator, 14d – college-ready students, decreased by 2.4 percentage points and remained below the benchmark of 70%. The College is working to deliberately address retention issues by modeling data to predict the likelihood of students not returning and proactively reaching out to students to encourage retention.

Curricular refinements and student support mechanisms have led to the continued increase in Developmental completers after four years, indicator 15. This indicator increased to 62.3% for the Fall 2017 cohort at a four-year high, above the benchmark.

Continued student success programs, like the My College Success Network and Soar2Success designed to enhance persistence among students, are facilitating strong performance in the Successful-persister rate after four years (indicator 16). The College-ready students metric, indicator 16a, is at 88.2%, slightly below the 90% benchmark. Likewise, the Developmental completers metric, indicator 16b, decreased slightly to 80.1%, below its 85% benchmark. However, the overall persister rate, 16d, increased to 81.2% which is above the 80% benchmark.

An examination of Successful-persister rate after four years (indicator 17) shows that there are still differences between student groups and that not all racial/ethnic groups are trending in the same direction. The persister rate for White only students, indicator 17a, is 83.5% and has remained fairly steady for several years. The racial/ethnic group with the highest rate, 84.3%, and largest increase both over the short-term and long-term is Hispanic students, indicator 17d. Unfortunately, HCC's Black/African American students, shown in indicator 17b had a 5.5 percentage point decrease for the fall 2017 cohort to 65%, well behind other racial/ethnic groups. No data is available for Asian students due to data suppression thresholds and no benchmarks have been established for indicator 17.

HCC continues to support the My College Success Network, Soar2Success, iPrep, and other programs in a focused effort to meet the academic needs of all students. HCC also employed academic coaching, student success advising, and other student support services to empower all students toward academic success.

Indicators 18 and 19 cover graduation-transfer rates. Indicator 18 covers college-readiness categories and indicator 19 focuses on racial/ethnic groups. Three of the four groups in indicator 18 exhibited long-term declines and only one group, developmental non-completers (indicator 18c) had a short-term increase. None of the college-readiness groups met the benchmark. Of the four racial/ethnic groups represented in indicator 19, none showed an annual increase and, only Hispanic students, indicator 19d, had a long-term increase. Indicator 19 is not benchmarked.

Completion metrics are found in Indicator 20. HCC awarded 904 associate degrees and credit certificates, indicator 20a, for the current reporting period. This is an increase of 40 awards over the previous year, driven by an increase in transfer degrees awarded. Fewer career degrees, indicator 20b, and certificates, indicator 20d, were awarded in FY2021 than the previous year. The unduplicated number of graduates, indicator 20e, increased by 4% to 871. Indicator 20 is not benchmarked.

## Innovation Indicators

Harford Community College is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*.

The number of NCLEX RN candidates for the Licensure/certification examination pass rates metric, indicator 23a, increased to 145. However, the pass rate for those candidates decreased to 86.9%, which is below the FY2025 benchmark which is 90%. During the last semester of the program, students are given the ATI NCLEX-RN predictor exam. Each student who takes the predictor exam receives an individualized remediation plan to address deficient content areas in preparation for the NCLEX-RN. Students are required as part of their coursework to complete the remediation plan.

The number of medical assisting candidates for the Licensure/certification examination pass rates metric, indicator 23c, remains low at 5 students. Additionally, the pass rate of 40% is well below the FY2025 benchmark. 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, some students may choose certification from a non-reporting board. The medical assisting curriculum has been modified to address these licensure issues and improvement in pass rates are expected in subsequent years.

Demand for HCC graduates remains strong as seen in the Graduates employed within one year metric, indicator 24. This metric saw a drop to 74.3%. However, income growth of career program graduates (indicator 25) increased. Both the difference between the pre-graduation and post-graduation metrics and year-to-year post-graduation income increased. The median annualized income three years after graduation, indicator 25b, increased significantly to \$58,1000. Graduates from FY2018 saw an average pre-to-post college income gain of \$42,732.

Unfortunately, HCC experienced a decrease in enrollment in continuing education offerings due to the pandemic that continues. For workforce development courses (indicator 26) and continuing professional development leading to certification (indicator 27), unduplicated enrollments have continued to decline while course enrollments have bounced back slightly, but still below pre-pandemic levels. For those two areas, this means that the typical student is taking more courses. Contract training courses (indicator 28) have declined in both the unduplicated headcount and the number of course enrollments. None of these continuing education metrics meets the established benchmarks.

With these enrollment declines in continuing education offerings in mind, HCC is working to improve access for students while also improving the quality of offerings. The College has explored new course locations closer to population centers and worked with community stakeholders to offer the needed educational opportunities.

## Summary

HCC continues to optimize its enrollment management processes in response to the decline in enrollments experienced at most Maryland community colleges. Through our Strategic Plan, the College is refining enrollment efforts. The faculty and staff who represent both Academic Affairs and Student Affairs continue to set short-term and long-term measurable goals, design integrated interdisciplinary programs and interventions based on best practices, and educate the campus community on all student success initiatives. The College regularly analyzes disaggregated longitudinal data focused on student retention, success, and completion to identify at what point student populations experience disruptions in their academic journey. This illustrates how HCC is working to improve the student experience at Harford and address enrollment challenges.

Furthermore, during the 2021-2022 academic year, HCC continued its effort to improve business processes. With the influence of the COVID-19 pandemic, movement toward electronic processes greatly accelerated and continues to evolve. This has produced a nimbler atmosphere allowing for almost all business processes to occur electronically. This has also benefited students, allowing them to interact with the College electronically and receive services remotely. Additionally, HCC is modifying its enrollment processes to both increase students' ease of use and employee productivity. To balance the needs of all students, services are offered in multiple modalities.

### **3. Community Outreach and Impact**

Harford Community College is very active in community outreach and seeks to make a positive impact in our community. Grants play a big role in this outreach, with the College bringing in \$18,534,900 in grant awards in FY21. \$11,701,554 of this funding was pandemic-related funding from the State of Maryland or the U.S. Department of Education.

There are several grants of note for this fiscal year that highlight the unique programming on campus:

- NACAS Foundation Campus Care grant for the Food Pantry in the Student Center (\$7,850): enabled Student Life to expand the pantry from a cabinet into room-sized storage with a refrigerator and freezer to store perishable options as well as shelf-stable options.
- Ratcliffe Foundation (\$1.5 million): a three-year grant to support Workforce program development at the Leading Edge Training Center in Edgewood. Funding is for student scholarships, stipends, tools, curriculum development and equipment, including simulators, to build programming that will empower residents with knowledge, skills, and abilities to secure careers and earn head-of-household wages that will enhance the quality of life for residents in southeastern Harford County and throughout the region. Programs supported by this grant include stackable credentials in:
  - o Heavy equipment operator
  - o Welding
  - o Machining
  - o Forklift certifications
  - o Logistics
  - o Additive and subtractive manufacturing
  - o HVAC and electrical pre-apprenticeship programs
- P-TECH, Pathways in Technology Early College High School (\$2,815): funding for the first cohort of students to take college courses in Computer Information Systems and

Cybersecurity degree programs. Students apply to be in the P-TECH magnet program housed at Joppatowne High School where they are enrolled in college classes that satisfy high school degree requirements and put them on the path to earning an Associate Degree in four, five, or six years, paid for by Harford County Public Schools and the State of Maryland.

- Hire Harford First Supplemental (\$52,440): this funding, adding to our already in-place Hire Harford First grant, allowed HCC to develop and implement a cyber competition component through a new capstone experience within the Information Assurance and Cybersecurity curriculum.

The College also partnered with other organizations to provide outreach to our community. Some example partnerships and outreach projects are provided.

- Harford County Public Schools – Expanded dual enrollment opportunities for students in both credit and non-credit curricula. The credit-based expansion provided multiple pathways to two-year degrees with four-year transfer opportunities. The non-credit curriculum provided students with paths to post-high school employment.
- Harford County Detention Center – Offered adult literacy classes in the detention center. Started new workforce programs for inmates.
- US Army Communications-Electronics Command – Continued co-operative learning program in which students received security clearances and paid internships in Cybersecurity.
- Army Research Lab – Established Educational Partnership Agreement for subject matter experts to provide content and context for additive manufacturing curriculum development.

Harford Community College Foundation also hosts numerous community activities. Some examples are:

1. Summer Swing Golf Tournament at Maryland Golf and Country Clubs. This event is held annually and raises funds for student scholarships.
2. Screech's Night Owl 5K. This event is held in collaboration with the HCC Athletics Department. Proceeds from this event support student-athlete scholarships.
3. ATHENA Leadership Award Breakfast. This annual event recognizes women leaders in the Harford County Community. The Foundation partners with ATHENA International to host this event. A portion of the proceeds support leadership scholarships for Harford students.
4. HCC College President hosts an annual dinner for the Foundation's highest level of donors. This is not a fundraising event, rather a night of appreciation for the past fiscal year's support from individual donors, businesses, and organizations.

#### **4. Accountability Indicators**

See attached HCC 2022 Accountability Indicators Table.

**HARFORD COMMUNITY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1299		636		413		250	
2	Number attempting fewer than 18 hours over first 2 years		360		129		51		180	
3	Cohort for analysis (Line 1 – Line 2)		939 100.0%		507 100.0%		362 100.0%		70 100.0%	
4	Earned Associate degree from this community college		383 40.8%		254 50.1%		129 35.6%		0 0.0%	
5	Earned certificate, but no degree, from this community college		11 1.2%		5 1.0%		6 1.7%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		394 42.0%		259 51.1%		135 37.3%		0 0.0%	
7	Transferred to Maryland two-year/technical college		26 2.8%		12 2.4%		12 3.3%		2 2.9%	
8	Transferred to Maryland public four-year college		318 33.9%		215 42.4%		102 28.2%		1 1.4%	
9	Transferred to Maryland private four-year college or university		8 0.9%		8 1.6%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		15 1.6%		6 1.2%		6 1.7%		3 4.3%	
11	Transferred to out-of-state four-year college or university		76 8.1%		49 9.7%		21 5.8%		6 8.6%	
12	Total transfers (sum of Lines 7 - 11)		443 47.2%		290 57.2%		141 39.0%		12 17.1%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		265 28.2%		187 36.9%		78 21.5%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		572 60.9%		362 71.4%		198 54.7%		12 17.1%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		176 18.7%		80 15.8%		83 22.9%		13 18.6%	
16	Successful transition to higher ed (Line 14 + Line 15)		748 79.7%		442 87.2%		281 77.6%		25 35.7%	
17	Enrolled at this community college last term of study period		14 1.5%		5 1.0%		9 2.5%		0 0.0%	
18	Successful or persisting (Line 16 + Line 17)		762 81.2%		447 88.2%		290 80.1%		25 35.7%	

**Harford Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort**

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	201	35	69	907
2 Number attempting fewer than 18 hours over first 2 years	81	6	18	230
3 Cohort for analysis (Line 1 – Line 2)	120 100.0%	29 100.0%	51 100.0%	677 100.0%
4 Earned Associate degree from this community college	34 28.3%	11 37.9%	20 39.2%	299 44.2%
5 Earned certificate, but no degree, from this community college	0 0.0%	1 3.4%	1 2.0%	8 1.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	34 28.3%	12 41.4%	21 41.2%	307 45.3%
7 Transferred to Maryland two-year/technical college	3 2.5%	1 3.4%	1 2.0%	17 2.5%
8 Transferred to Maryland public four-year college	27 22.5%	9 31.0%	16 31.4%	259 38.3%
9 Transferred to Maryland private four-year college or university	1 0.8%	1 3.4%	0 0.0%	6 0.9%
10 Transferred to out-of-state two-year/technical college	1 0.8%	1 3.4%	3 5.9%	10 1.5%
11 Transferred to out-of-state four-year college or university	11 9.2%	2 6.9%	3 5.9%	55 8.1%
12 Total transfers (sum of Lines 7 - 11)	43 35.8%	14 48.3%	23 45.1%	347 51.3%
13 Graduated from this college and transferred (Line 6 □ Line 12)	24 20.0%	7 24.1%	13 25.5%	214 31.6%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	53 44.2%	19 65.5%	31 60.8%	440 65.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	22 18.3%	7 24.1%	10 19.6%	117 17.3%
16 Successful transition to higher ed (Line 14 + Line 15)	75 62.5%	26 89.7%	41 80.4%	557 82.3%
17 Enrolled at this community college last term of study period	3 2.5%	0 0.0%	2 3.9%	8 1.2%
18 Successful or persisting (Line 16 + Line 17)	78 65.0%	26 89.7%	43 84.3%	565 83.5%

## Harford Community College 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	5,865	5,705	5,256	4,596
b. Percent of students enrolled part time	66.0%	66.1%	66.7%	65.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	50.2%	49.1%	25.7%	38.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	21.5%	21.6%	22.5%	24.7%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	289	258	171	70
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	45.4%	40.8%	44.6%	53.5%
b. Receiving Pell grants	21.8%	21.4%	21.3%	19.3%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	25.6%	26.4%	24.2%	25.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	74.5%	72.8%	68.8%	72.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	57.6%	55.4%	59.3%	60.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.5%	5.8%	6.0%	6.4%
b. Black/African American only	15.8%	16.2%	15.8%	16.5%
c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	2.7%	3.0%	3.8%	3.8%
f. White only	69.9%	68.5%	67.9%	66.3%
g. Multiple races	3.5%	3.6%	3.6%	4.0%
h. Foreign/Non-resident alien	1.1%	1.1%	1.0%	1.2%
i. Unknown/Unreported	1.0%	1.3%	1.7%	1.3%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	13.1%	15.2%	79.1%	31.7%
b. Enrolled in some, but not all, distance education	26.0%	27.1%	12.3%	39.0%
c. Not enrolled in any distance education	60.9%	57.7%	8.6%	29.4%

**Harford Community College**  
**2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
J Unrestricted revenue by source				
a. Tuition and fees	43.0%	42.0%	41.0%	37.1%
b. State funding	23.0%	23.0%	23.0%	24.0%
c. Local funding	32.0%	32.0%	33.0%	34.8%
d. Other	2.2%	2.9%	2.6%	1.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
K Expenditures by function				
a. Instruction	38.3%	37.2%	36.6%	37.8%
b. Academic support	14.5%	13.9%	13.4%	15.2%
c. Student services	12.0%	13.9%	12.7%	13.4%
d. Other	35.2%	35.0%	37.3%	33.6%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
1 Annual unduplicated headcount					
a. Total	18,054	16,953	14,388	10,941	<b>16,000</b>
b. Credit students	8,225	8,145	7,612	7,128	<b>8,000</b>
c. Continuing education students	10,231	9,213	7,151	4,000	<b>9,000</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
2 Market share of first-time, full-time freshmen	51.9%	54.7%	52.1%	45.1%	<b>56.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
3 Market share of part-time undergraduates	68.8%	70.1%	67.4%	64.2%	<b>70.0%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
4 Market share of recent, college-bound high school graduates	65.5%	62.2%	62.2%	60.1%	<b>65.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
5 High school student enrollment	807	885	964	666	<b>950</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
6 Annual enrollment in online/hybrid courses					
a. Credit, online	9,188	10,526	11,182	28,706	<b>10,500</b>
b. Continuing education, online	298	247	545	2,875	<b>350</b>
c. Credit, hybrid	2,447	2,159	1,678	684	<b>1,700</b>
d. Continuing education, hybrid	0	0	0	0	<b>200</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,644	\$4,783	\$4,783	\$4,783	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	49.1%	49.4%	49.5%	48.7%	<b>50.0%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					



**Harford Community College  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	4,988	4,433	3,276	772	<b>3,500</b>
b. Annual course enrollments	10,335	9,618	5,546	1,207	<b>8,000</b>
					<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	885	895	717	360	<b>850</b>
b. Annual course enrollments	2,533	2,689	1,829	800	<b>2,500</b>
					<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	13.1%	12.2%	20.5%	22.2%	<b>20.0%</b>
b. At least one ESL educational functioning level	39.7%	17.8%	21.3%	11.1%	<b>20.0%</b>
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					<b>Benchmark Fall 2025</b>
a. Percent nonwhite credit enrollment	<b>Fall 2018</b> 28.6%	<b>Fall 2019</b> 29.8%	<b>Fall 2020</b> 30.3%	<b>Fall 2021</b> 30.3%	<b>30.0%</b>
					<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	<b>FY 2018</b> 18.8%	<b>FY 2019</b> 19.8%	<b>FY 2020</b> 21.5%	<b>FY 2021</b> 22.7%	<b>22.0%</b>
					<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	<b>July 2018</b> NA	<b>July 2019</b> 23.1%	<b>July 2020</b> 23.6%	<b>July 2021</b> 24.1%	<b>NA</b>
					<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2018</b> 9.0%	<b>Fall 2019</b> 11.7%	<b>Fall 2020</b> 13.7%	<b>Fall 2021</b> 15.4%	<b>15.0%</b>
					<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2018</b> 17.9%	<b>Fall 2019</b> 17.2%	<b>Fall 2020</b> 19.6%	<b>Fall 2021</b> 18.5%	<b>20.0%</b>

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	62.1%	62.9%	57.6%	61.9%	<b>62.0%</b>
b. Pell grant recipients	56.0%	57.1%	47.1%	57.1%	<b>57.0%</b>
c. Developmental students	55.8%	57.7%	46.7%	54.8%	<b>57.0%</b>
d. College-ready students	69.2%	69.4%	66.8%	64.4%	<b>70.0%</b>

**Harford Community College  
2022 ACCOUNTABILITY REPORT**

	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	58.0%	58.6%	62.2%	62.3%	<b>62.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	90.6%	87.6%	90.9%	88.2%	<b>90.0%</b>
b. Developmental completers	83.8%	86.9%	81.3%	80.1%	<b>85.0%</b>
c. Developmental non-completers	29.1%	37.5%	27.0%	35.7%	<b>NA</b>
d. All students in cohort	80.6%	82.2%	80.9%	81.2%	<b>80.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	84.6%	83.7%	83.0%	83.5%	<b>NA</b>
b. Black/African American only	66.0%	73.3%	70.5%	65.0%	<b>NA</b>
c. Asian only	n<50	n<50	n<50	n<50	<b>NA</b>
d. Hispanic/Latino	69.1%	n<50	81.7%	84.3%	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	77.4%	75.2%	77.9%	71.4%	<b>76.0%</b>
b. Developmental completers	59.9%	63.9%	62.4%	54.7%	<b>61.0%</b>
c. Developmental non-completers	23.6%	24.0%	14.6%	17.1%	<b>NA</b>
d. All students in cohort	63.8%	65.3%	65.3%	60.9%	<b>65.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	67.5%	67.2%	66.4%	65.0%	<b>NA</b>
b. Black/African American only	51.0%	55.0%	55.8%	44.2%	<b>NA</b>
c. Asian only	n<50	n<50	n<50	n<50	<b>NA</b>
d. Hispanic/Latino	54.5%	n<50	76.7%	60.8%	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	954	979	864	904	
b. Career degrees	251	265	288	285	<b>NA</b>
c. Transfer degrees	633	640	524	587	<b>NA</b>
d. Certificates	70	74	52	32	<b>NA</b>
e. Unduplicated graduates	913	923	835	871	<b>NA</b>

## Harford Community College 2022 ACCOUNTABILITY REPORT

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.2%	90.0%	89.0%	91.7%	90.0%
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year**	65.4%	69.6%	66.0%	65.6%	72.0%

### Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX RN	92.8%	91.9%	91.4%	86.9%	90.0%
Number of Candidates	111	123	139	145	NA
b. NCLEX PN	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Candidates	0	0	0	0	NA
c. MEDICAL ASSISTING	62.5%	44.4%	67.0%	40.0%	70.0%
Number of Candidates	23	18	3	5	NA
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	85.5%	85.6%	83.3%	74.3%	NA
	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$16,648	\$13,876	\$12,964	\$15,368	NA
b. Median annualized income three years after graduation	\$47,204	\$48,200	\$52,860	\$58,100	NA
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,863	4,293	3,480	2,888	4,300
b. Annual course enrollments	9,243	7,774	5,969	7,312	7,800
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,251	2,174	1,598	1,572	2,200
b. Annual course enrollments	3,594	3,236	2,556	2,753	3,200
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,595	1,216	906	732	1,200
b. Annual course enrollments	2,034	1,719	1,287	914	1,700

\*\* All changed from previous year due to a problem found in the program used to get the data.

# 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

In FY22 the credit division of Academic Affairs submitted curriculum updates including two new certificates and one new program. A Certificate of Proficiency in Integrated Workplace Technologies was approved for FY23. This program updates curriculum within the prior Administrative Professional certificate and it improves alignment to current post-COVID-19 workforce needs. An Associate of Applied Science in Skilled Building Trades was also submitted to MHEC for approval. This program incorporates up to 24 credits of prior learning for students who have completed trade-specific training through the Maryland Department of Labor (MDOL) registered apprenticeship program. Finally, a Community Health Worker (CHW) letter of recognition was launched in summer 2022, making Howard Community College a certified CHW site, accredited by the Maryland Department of Health. In addition, in FY22, faculty continued to build on the lessons learned during the COVID-19 pandemic such as improved active online learning and compressed course delivery that supported increased student retention and more rapid student completion of programs.

Enrollment in the division of continuing education and workforce development (CEWD) rebounded in FY22, following declines in FY20 and FY21. CEWD has continued to support the regional workforce needs through new program development and FY22 was no exception. Non-credit enrollment grew from 855.38 state funded FTEs in FY21 to 1,055.35 in FY22, a growth of 23.38 percent. CEWD developed and launched the Medical Assistant program in fall 2021 with 100 percent of the first cohort of students being hired. A Citizen Developer class was developed and launched in spring 2022, which prepares the workforce to use the powers of automation with low code/ no code. Two additional registered apprenticeships were developed in the Surgical Technician and Licensed Practical Nurse programs.

### Capital Program

The college broke ground on the new Mathematics and Athletics Complex in June 2021 and construction is well underway in FY22, with an expected opening date of Spring 2025. The new building includes 122,000 net assignable square feet and 193,000 gross square feet and will support the current enrollment and growth for the mathematics division and athletics programs while addressing existing facilities inadequacies and severe space deficits.

### The State of Maryland

Governor Hogan and the Maryland General Assembly granted full funding for the Cade Funding Formula to Maryland's community colleges for the FY23 budget. This represented a 22.4 percent increase over FY22. This increase represented the longstanding obligation to fund the full Cade funding statute at 29 percent per FTE that the state allocated to the select public four-year institutions. Since the formula's inception 25 years ago, the State has never fully supported

the CADE allocation and has instead rebased the formula every year. The college received \$5,793,669, a 24.3 percent increase in funding over the FY22 budget.

As of the July jobs report, Maryland ranked 23rd in percentage job growth gaining 12,000 total nonfarm jobs but ranked 38th in the unemployment rate at 3.9 percent, higher than the national average. With supply chain issues, rising interest rates, inflation and poor overall growth, Maryland's immediate future is uncertain, but with the Chips and Science Act and the Inflation Reduction Act of 2022 we may see positive change on the horizon.

### **Howard County**

The college received an increase of 7.6 percent or \$2,850,384 over FY22 from Howard County. This is the largest increase the college has received since (FY) 2008. The County has projected a 6.6 percent increase in their FY23 budget. Of this growth, about half is attributable to a higher-than-expected base in the current year, due to federal stimulus funding and other factors such as gains in the stock market and real estate seen earlier in FY22.

In July, the U.S. News and World Report named the 15 richest counties in the United States; Howard County was ranked number six. In addition, Howard County ranks high in the 2022 Healthiest Communities and Urban Communities with high performing economies. Howard County also had the lowest unemployment rate among the counties in Maryland tying with Carroll County at 3.9 percent.

However, in the long-term, the county is transitioning from a "growth county" to a "maturing county." The county is at the end stages of developing its available land, which means it now must focus on redevelopment and replacing an aging infrastructure. The county's population is aging, resulting in slower growth in personal income tax and additional needs for an aging population. In addition, with the limited availability of developable land there is a significant shift to a more dense and multi-family driven housing for development, also lowering our income tax revenue. Though the county projected a 6.6 percent growth in FY23, the county is projecting an average 3.34 percent growth rate in fiscal years 2024 through 2028.

### **Savings**

During the FY23 budget development process, the college saved \$950,600 with reductions primarily in personnel. Faculty release time and class sizes were reviewed, which is now a continual process. With these reviews, the college reduced part-time personnel at a savings of \$583,200. The Medical Laboratory Technician program was eliminated, resulting in additional savings of \$117,400. Finally, the college's unemployment insurance was reduced by \$250,000 after exponential growth during the pandemic.

### **Conclusion**

The State of Maryland, Howard County, and the college benefitted from federal stimulus funding. In total, Howard Community College received \$34,068,414 in COVID-19 relief funds. However, as of June 30, 2022, those funds have been spent and the college is again reliant on tuition and fees and county and state funding. Currently, our state funded FTE enrollment has declined from a high of 7,736 FTEs in FY17 to the current FY22 total of 6,142 FTEs, a decrease of 26 percent over the five-year period.

The college was fortunate to receive federal stimulus money for the past two years, and the increases received from the state and county in FY23. Moving forward, the college must look to other enrollment growth and prudent spending. The pandemic has shown how resilient and agile the college is and has ushered in a global change in interacting with technology. Although there are significant challenges ahead, the college and the community are confident in our ability to innovate and elevate into the future.

**What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

One of the biggest challenges the college faces as it attempts to meet the goals and objectives of the Maryland state plan for postsecondary education is the declining trend in enrollment. The decline in enrollment means a decline in tuition revenue and state funds that are based on FTE. This impacts the college's ability to provide the extensive services needed to help students with developmental education needs.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

The college has a robust key performance indicator (KPI) tracking system that includes measures that are tracked and reported to the board or trustees; one of the KPIs is to *Close performance gaps as needed for Black/African American, Asian, and Latinx/Hispanic students.*

The president's annual state of the college address shares progress on metrics such as fall to spring and fall to fall retention rates by race as well as degree attainment two, three, and four years after entry by race.

These metrics form the basis of the call to action for the academic affairs area of the college to examine its curriculum and other practices to understand student need and then construct action plans to create change in collaboration with the student success departments of the college.

**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, work unit, and individual) and budgets. The college's board of trustees has found the Maryland Higher Education Commission 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 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 by 5,049 students. As the annual unduplicated headcount for noncredit students decreased to 7,543, enrollment for credit students decreased to 13,911, down by 403 students. *Market share of first-time, full-time freshmen*, decreased by 3.8 percentage points, while the *market share of part-time undergraduates* decreased by 6.6 percentage points in fall 2021. The *market share of recent, college-bound high school graduates* decreased to 32.2 percent in fall 2020, below the benchmark of 40 percent. HCC continues to expand educational opportunities by examining delivery methods, sections, and space to ensure optimal access and effectiveness. The college offers an online student planning module that allows students to plan, update, and register for courses. Students can plan their academic time at HCC and view their progress toward completion. *High school student enrollment* (dual enrollment) decreased to 837, but still surpassing the benchmark of 750 that the college set as a goal for 2025.

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/hybrid courses* increased in FY21. All *credit and continuing education enrollments in online and hybrid courses* exceed benchmark levels. These significant increases are mainly due to the COVID-19 pandemic, which forced much of the college's operations to move to a virtual/remote modality.

A direct indicator of affordability, *tuition, and fees as a percentage of tuition and fees at Maryland public four-year institutions*, remained below the benchmark threshold for FY26. On a recent student survey, affordability was by far the most frequently cited primary reason for choosing to attend HCC. To improve affordability and minimize financial barriers to higher education for students, HCC seeks funding from various public and private sources to assist students with tuition.

In FY21, the *unduplicated annual headcount for community service and lifelong learning courses* and *annual course enrollments* decreased significantly and moved away from benchmark level. The *unduplicated annual headcount in continuing education basic skills and literacy courses*, the *annual course enrollments* also decreased and moved away from the benchmark. The decline in enrollment is tied to the overall decline in continuing education enrollments due to the COVID-19 pandemic. Forty-six percent of adults achieved *at least one Adult Basic Education (ABE) educational functioning level*. Similarly, 49 percent of adults in the English as a Second Language (ESL) program have achieved *at least one ESL educational functioning level*. Both indicators exceeded the benchmark levels.

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 exceed 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 68.7 in fall 2021 and the *percent nonwhite continuing education enrollment* remained the same at 55.9 in FY21. Both metrics are above the benchmark levels. These percentages are significantly higher than the percent nonwhite service area population, 15 or older, which is at 48.7 percent.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for five years in a row until fall 2020 in which it decreased by 0.2 percentage points. The trend has picked back up again in fall 2021 to 31.4 percent, the highest level in HCC's history. *Percent minorities (nonwhite) of full-time administrative and professional staff* was at 32.6 percent, the highest level in the history of HCC. As a reflection of the college's commitment to diversity, equity, and inclusion, the college has set an ambitious new benchmark of 40 percent to be achieved for fall 2025 for both metrics. The college's office of human resources continues to attend job fairs remotely 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 all students, for Pell grant recipients, and for developmental students* in the fall 2020 cohort increased and moved closer to the benchmark. The *fall-to-fall retention rate for college-ready students* decreased to 58.6 percent and fell below the benchmark of 60 percent.

The percent of *developmental completers after four years* decreased to 42.8 percent for the fall 2017 cohort and fell below the benchmark level of 45 percent. The fall 2017 cohort *successful-persister rate after four years* for college-ready students increased to 86.2 percent and exceeded the benchmark of 85 percent. For developmental completer students, the persistence rate exceeded the benchmark at 93 percent. The overall rate for the fall 2017 cohort was 76.5 percent, edging closer to the new benchmark of 80 percent. The award-winning Step UP coaching program continues to improve success and retention for students by encouraging active participation in their academic progress. HCC's Student Veterans Organization continues to provide support to veterans enrolled at the college. Both HCC and 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.

For the 2017 cohort, *successful-persister rates after four years* for White, Asian, and Hispanic/Latino students increased, while the rate for the Black/African-American students decreased. Similarly, the *graduation-transfer rate after four years* for White, Asian and Hispanic/Latino students increased while the rate for Black/African-American students



decreased. These metrics are not required to have benchmark levels.

To eliminate barriers and facilitate completion and smooth transfer to four-year institutions, the college implemented initiatives to improve the graduation and transfer rates. For 2017 fall cohort, the *graduation/transfer rate after four years* of college-ready students was at 72.2 percent, developmental completers at 61.8 percent, non-completers at 22.6 percent, and all students in cohorts at 54.8 percent.

*Transfer degrees* increased from FY20 to FY21 by seven awards, *career degrees* decreased by 21 in FY21 and both metrics are no longer required to have benchmark levels. *Total awards* and *unduplicated graduates* have decreased from FY20 to FY21 by two and by fifty-one respectively. For FY21, the *total awards* still exceeded the benchmark of 1,400, set to be achieved by FY25 at 1,436 awards.

Other success measures 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 88.3 percent earning a *cumulative GPA after the first year of 2.0 or above* in academic year (AY) 2020-21. This is higher than the benchmark level of 86 percent. Many of HCC graduates transfer to a four-year school after they graduate. The *graduate transfers within one year* have been steadily increasing since FY16. For FY20 graduates, the rate has increased to 69.8 percent to meet the benchmark level of 67 percent.

### State Plan Goal 3: Innovation

The *licensure/certification examination pass rate* 82.7 percent for the NCLEX-RN (for nursing students) increased by 0.8 percent, which was a few percentage points below the benchmark. The rate for NCLEX-PN (for practical nursing students) fell below the benchmark of 100 percent at a rate of 76.5 percent. The nursing staff have met to discuss and implement new initiatives to improve the pass rates. The pass rate for the EMT-Basic exam increased to 71.4 percent in FY21 and still below the benchmark level of 87 percent.

A total of 78.5 percent of FY20 *graduates* were *employed within one year*. The difference in *median annualized income one year prior to graduation* and *median annualized income three years after graduation* have remained around \$40,000 for recent fiscal year graduates. This shows the significant role community colleges play in increasing the income of individuals that choose to attend community colleges. This is a new metric that moved from the institutional characteristics section last year and it is from a new source, namely the Maryland Longitudinal Data System Center, and it is not required to have benchmark levels.

Both the *unduplicated headcount in continuing education workforce development courses* and the *annual course enrollments* decreased and fell below the benchmarks in FY21. The primary reason for the decline was the COVID-19 pandemic. 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 through participation on the college's Commission on the Future and advisory committees, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland.

*Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure decreased and moved away from the benchmark levels. Both unduplicated annual headcount and course enrollment in contract training courses also decreased. Both metrics were below benchmark levels in FY21, due to the decline in enrollment caused by the COVID-19 pandemic.*

### **Section 3: Community Outreach and Impact**

Howard Community College is dedicated to being 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. HCC has entered partnerships with four-year institutions, other Maryland community colleges, and the HCPSS to help learners move quickly through the educational 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 new partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

As a result of the college's commitment to serve the community, HCC was able to quickly convert the athletics and fitness facility into a COVID-19 vaccination center as soon the vaccine was made available. HCC, in partnership with the Howard County Health Department, launched the COVID-19 pediatric vaccination clinic on November 5, 2021. In the first few weeks, the goal was to vaccinate 100 children; in response to overwhelming demand, over 300 appointments were scheduled. The clinic had a children's reading and coloring area, theatre seating for children's movies, and vaccinator stations with different child-friendly themes. The pediatric clinic was open through June 30, 2022, when demand waned.

**Howard Community College  
Degree Progress Four Years after Initial Enrollment  
Fall 2017 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1791		670		480		641	
2	Number attempting fewer than 18 hours over first 2 years		498		191		24		283	
3	Cohort for analysis (Line 1 – Line 2)		1293 100.0%		479 100.0%		456 100.0%		358 100.0%	
4	Earned Associate degree from this community college		397 30.7%		221 46.1%		176 38.6%		0 0.0%	
5	Earned certificate, but no degree, from this community college		11 0.9%		6 1.3%		5 1.1%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		408 31.6%		227 47.4%		181 39.7%		0 0.0%	
7	Transferred to Maryland two-year/technical college		52 4.0%		15 3.1%		7 1.5%		30 8.4%	
8	Transferred to Maryland public four-year college		396 30.6%		203 42.4%		168 36.8%		25 7.0%	
9	Transferred to Maryland private four-year college or university		24 1.9%		15 3.1%		8 1.8%		1 0.3%	
10	Transferred to out-of-state two-year/technical college		16 1.2%		6 1.3%		2 0.4%		8 2.2%	
11	Transferred to out-of-state four-year college or university		97 7.5%		50 10.4%		30 6.6%		17 4.7%	
12	Total transfers (sum of Lines 7 - 11)		585 45.2%		289 60.3%		215 47.1%		81 22.6%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		284 22.0%		170 35.5%		114 25.0%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		709 54.8%		346 72.2%		282 61.8%		81 22.6%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		239 18.5%		58 12.1%		125 27.4%		56 15.6%	
16	Successful transition to higher ed (Line 14 + Line 15)		948 73.3%		404 84.3%		407 89.3%		137 38.3%	
17	Enrolled at this community college last term of study period		41 3.2%		9 1.9%		17 3.7%		15 4.2%	
18	Successful or persisting (Line 16 + Line 17)		989 76.5%		413 86.2%		424 93.0%		152 42.5%	

**Howard Community College**  
**Minority Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	African American Students	Asian Students	Hispanic Students	White Students
1 First-time full- and part-time fall headcount	575	199	211	495
2 Number attempting fewer than 18 hours over first 2 years	202	36	65	121
3 Cohort for analysis (Line 1 – Line 2)	373 100.0%	163 100.0%	146 100.0%	374 100.0%
4 Earned Associate degree from this community college	70 18.8%	61 37.4%	44 30.1%	140 37.4%
5 Earned certificate, but no degree, from this community college	1 0.3%	2 1.2%	2 1.4%	3 0.8%
6 Total associate and certificate graduates (Line 4 + Line 5)	71 19.0%	63 38.7%	46 31.5%	143 38.2%
7 Transferred to Maryland two-year/technical college	20 5.4%	5 3.1%	8 5.5%	10 2.7%
8 Transferred to Maryland public four-year college	90 24.1%	78 47.9%	36 24.7%	130 34.8%
9 Transferred to Maryland private four-year college or university	4 1.1%	1 0.6%	1 0.7%	11 2.9%
10 Transferred to out-of-state two-year/technical college	8 2.1%	1 0.6%	0 0.0%	5 1.3%
11 Transferred to out-of-state four-year college or university	21 5.6%	8 4.9%	13 8.9%	39 10.4%
12 Total transfers (sum of Lines 7 - 11)	143 38.3%	93 57.1%	58 39.7%	195 52.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	48 12.9%	48 29.4%	32 21.9%	102 27.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	166 44.5%	108 66.3%	72 49.3%	236 63.1%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	68 18.2%	30 18.4%	30 20.5%	56 15.0%
16 Successful transition to higher ed (Line 14 + Line 15)	234 62.7%	138 84.7%	102 69.9%	292 78.1%
17 Enrolled at this community college last term of study period	17 4.6%	7 4.3%	6 4.1%	7 1.9%
18 Successful or persisting (Line 16 + Line 17)	251 67.3%	145 89.0%	108 74.0%	299 79.9%

## HOWARD COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	9,462	9,340	9,604	8,124
b. Percent of students enrolled part time	65.4%	65.8%	72.1%	70.7%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	62.9%	61.4%	53.5%	62.6%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
C Credit students who are first-generation college students (neither parent attended college)	21.5%	30.3%	29.3%	25.7%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,565	2,307	2,342	1,282
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	42.7%	49.3%	41.8%	38.4%
b. Receiving Pell grants	24.2%	22.8%	22.6%	19.1%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	35.6%	35.2%	29.7%	32.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	56.2%	52.7%	55.4%	54.9%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
G Credit students employed more than 20 hours per week	36.4%	37.1%	39.4%	33.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	10.4%	10.9%	11.0%	12.5%
b. Black/African American only	29.1%	28.8%	27.3%	30.0%
c. American Indian or Alaskan native only	0.3%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
e. Asian only	11.8%	11.6%	13.1%	12.8%
f. White only	33.9%	32.8%	31.7%	28.1%
g. Multiple races	5.5%	6.1%	6.4%	6.2%
h. Foreign/Non-resident alien	5.4%	5.4%	4.9%	5.8%
i. Unknown/Unreported	3.5%	4.0%	5.2%	4.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	6.8%	8.1%	39.6%	23.6%
b. Enrolled in some, but not all, distance education	17.2%	18.5%	39.3%	36.5%
c. Not enrolled in any distance education	76.0%	73.3%	21.1%	39.8%

## HOWARD COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J Unrestricted revenue by source</b>				
a. Tuition and fees	41.8%	40.9%	40.0%	38.9%
b. State funding	18.9%	18.9%	19.9%	20.3%
c. Local funding	36.9%	37.1%	37.9%	39.6%
d. Other	2.4%	3.2%	2.2%	1.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K Expenditures by function</b>				
a. Instruction	50.5%	46.6%	46.1%	45.2%
b. Academic support	6.4%	11.5%	12.3%	12.3%
c. Student services	10.7%	8.8%	8.8%	9.1%
d. Other	32.4%	33.1%	32.9%	33.4%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1 Annual unduplicated headcount</b>					
a. Total	28,985	29,587	26,143	21,094	<b>29,000</b>
b. Credit students	14,291	14,444	14,314	13,911	<b>14,000</b>
c. Continuing education students	15,407	15,803	12,313	7,543	<b>15,000</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2 Market share of first-time, full-time freshmen</b>	32.3%	30.9%	27.4%	23.6%	<b>34.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3 Market share of part-time undergraduates</b>	65.8%	69.5%	72.4%	65.8%	<b>70.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4 Market share of recent, college-bound high school graduates</b>	41.6%	36.4%	35.5%	32.2%	<b>40.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5 High school student enrollment</b>	482	707	1,787	837	<b>750</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6 Annual enrollment in online/hybrid courses</b>					
a. Credit, online	9,794	10,807	12,041	50,497	<b>10,300</b>
b. Continuing education, online	3,201	3,415	3,884	8,804	<b>2,300</b>
c. Credit, hybrid	1,662	1,693	2,275	2,861	<b>1,700</b>
d. Continuing education, hybrid	345	536	553	579	<b>300</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7 Tuition and mandatory fees</b>					
a. Annual tuition and fees for full-time students	\$4,919	\$4,991	\$5,110	\$5,110	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	52.0%	51.5%	52.9%	52.0%	<b>53.0%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

## HOWARD COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	4,666	4,602	3,487	1,878	<b>4,801</b>
b. Annual course enrollments	10,539	10,256	7,747	3,213	<b>10,328</b>
					<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	2,866	2,670	2,676	1,222	<b>2,700</b>
b. Annual course enrollments	6,077	5,801	5,436	2,656	<b>6,200</b>
					<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	42.0%	41.1%	30.0%	46.0%	<b>39.0%</b>
b. At least one ESL educational functioning level	42.0%	40.0%	22.0%	49.0%	<b>41.0%</b>
Note: Not reported if < 50 students in the cohort					
					<b>Benchmark FY 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	<b>Fall 2018</b> 62.8%	<b>Fall 2019</b> 63.8%	<b>Fall 2020</b> 64.7%	<b>Fall 2021</b> 68.7%	<b>Fall 2025</b> <b>60.0%</b>
b. Percent nonwhite continuing education enrollment	<b>FY 2018</b> 50.7%	<b>FY 2019</b> 52.6%	<b>FY 2020</b> 55.9%	<b>FY 2021</b> 55.9%	<b>FY 2025</b> <b>48.0%</b>
c. Percent nonwhite service area population, 15 or older	<b>July 2018</b> 46.1%	<b>July 2019</b> 47.1%	<b>July 2020</b> 47.9%	<b>July 2021</b> 48.7%	<b>Benchmark Not Required</b> NA
					<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2018</b> 28.4%	<b>Fall 2019</b> 29.1%	<b>Fall 2020</b> 28.9%	<b>Fall 2021</b> 31.4%	<b>Fall 2025</b> <b>40.0%</b>
					<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2018</b> 31.9%	<b>Fall 2019</b> 31.4%	<b>Fall 2020</b> 31.5%	<b>Fall 2021</b> 32.6%	<b>Fall 2025</b> <b>40.0%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	59.0%	60.0%	57.6%	58.3%	<b>62.0%</b>
b. Pell grant recipients	59.4%	61.9%	56.6%	62.0%	<b>62.0%</b>
c. Developmental students	59.7%	61.2%	54.7%	58.0%	<b>62.0%</b>
d. College-ready students	58.2%	59.7%	62.3%	58.6%	<b>60.0%</b>

## HOWARD COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

					Benchmark
					Fall 2021
15	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Cohort
					Cohort
Developmental completers after four years	41.1%	43.0%	45.5%	42.8%	45.0%
					Benchmark
					Fall 2021
16	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Cohort
					Cohort
Successful-persister rate after four years					
a. College-ready students	84.4%	81.4%	84.0%	86.2%	85.0%
b. Developmental completers	91.8%	92.2%	91.1%	93.0%	92.0%
c. Developmental non-completers	53.7%	52.4%	46.0%	42.5%	NA
d. All students in cohort	76.4%	75.7%	75.3%	76.5%	80.0%
					Benchmark
					Not Required
17	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Cohort
					Cohort
Successful-persister rate after four years					
a. White only	81.7%	75.5%	79.4%	79.9%	NA
b. Black/African American only	68.1%	70.1%	68.7%	67.3%	NA
c. Asian only	88.5%	84.1%	85.4%	89.0%	NA
d. Hispanic/Latino	71.3%	77.8%	68.8%	74.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
					Benchmark
					Fall 2021
18	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Cohort
					Cohort
Graduation-transfer rate after four years					
a. College-ready students	70.0%	68.3%	70.1%	72.2%	70.0%
b. Developmental completers	66.7%	65.8%	64.1%	61.8%	65.0%
c. Developmental non-completers	31.1%	29.1%	24.9%	22.6%	NA
d. All students in cohort	54.8%	53.6%	53.7%	54.8%	59.0%
					Benchmark
					Not Required
19	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Cohort
					Cohort
Graduation-transfer rate after four years					
a. White only	60.8%	55.6%	59.3%	63.1%	NA
b. Black/African American only	46.4%	49.6%	47.3%	44.5%	NA
c. Asian only	66.9%	60.8%	64.6%	66.3%	NA
d. Hispanic/Latino	51.0%	45.8%	46.2%	49.3%	NA
Note: Not reported if < 50 students in the cohort for analysis					
					Benchmark
					FY 2025
20	FY 2018	FY 2019	FY 2020	FY 2021	Cohort
					Cohort
Associate degrees and credit certificates awarded					
a. Total awards	1,386	1,427	1,438	1,436	1,400
b. Career degrees	344	352	372	351	NA
c. Transfer degrees	946	979	983	990	NA
d. Certificates	96	96	83	95	NA
e. Unduplicated graduates	1,300	1,294	1,326	1,275	NA



## HOWARD COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	80.7%	83.5%	85.4%	88.3%	<b>86.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	65.3%	67.4%	67.0%	69.8%	<b>67.0%</b>

### Goal 3: Innovation

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX - RN	84.5%	94.0%	81.9%	82.7%	<b>90.0%</b>
Number of Candidates	129	125	177	150	
b. NCLEX - PN	100.0%	100.0%	92.6%	76.5%	<b>100.0%</b>
Number of Candidates	3	11	27	17	
c. EMT B	100.0%	70.0%	50.0%	71.4%	<b>87.0%</b>
Number of Candidates	16	14	8	7	
Note: Not reported if <5 candidates in a year					

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	83.2%	80.6%	78.4%	78.5%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$17,116	\$19,932	\$16,812	\$17,456	NA
b. Median annualized income three years after graduation	\$55,824	\$57,352	\$55,832	\$56,064	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,063	8,732	6,336	4,524	<b>8,500</b>
b. Annual course enrollments	13,698	15,551	9,995	7,619	<b>13,900</b>

## HOWARD COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,291	3,967	3,071	2,747	<b>4,000</b>
b. Annual course enrollments	5,170	5,978	5,036	4,200	<b>6,000</b>
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,027	5,639	3,218	1,921	<b>5,000</b>
b. Annual course enrollments	9,079	11,204	5,503	3,671	<b>10,000</b>

Note: NA designates not applicable

\* designates data not available

# **MARYLAND HIGHER EDUCATION COMMISSION**

## **2022 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**

As a comprehensive two-year, multi-campus, open access, postsecondary institution of higher education, which includes a robust Workforce Development and Continuing Education unit, Montgomery College attends to the education and workforce needs of its constituents in the jurisdiction of Montgomery County, Maryland. The transition in the last two years from primarily face-to-face delivery of instruction to a hybrid and remote paradigm, has led to permanent delivery changes for our curriculum. Our agility in virtual spaces has allowed us to meet the education, training, and workforce needs of students, faculty, and staff. That said, the full effects of the COVID-19 pandemic have been felt most noticeably in the last year. Both credit and noncredit enrollment have been affected, with declines most pronounced on the noncredit side. There is still some very good news. While the erosion we see in the full-time new student population mirrors that of the statewide decline, the number of graduates has increased, and the graduation/transfer rates for Black/African American, and Latinx students continues to increase as well. Despite the difficulties posed by the pandemic, we have sustained the provision of accessible, quality education, and our infrastructure is strong.

#### **Student and Institutional Characteristics**

Credit enrollment in fall 2021 (Indicator A-a) was 17,284. Almost two-thirds of students (66.4 percent) attended part-time (Indicator A-b). More than one-quarter (27.2 percent) of credit students were 25 years of age or older (Indicator F). Black (26.5 percent) and Hispanic/Latino (26.4 percent) students accounted for more than half of the student body, while Asian (12.5 percent) and White (20.7 percent) students accounted for a third of enrollment.

Just under a third (32 percent) of first-time credit students entered the College in fall 2021 with developmental needs (Indicator B). In fiscal 2021, there were 5,481 annual enrollments in English for speakers of other languages courses (Indicator D). Almost one-half (48.6 percent) of the students enrolled at the College received some form of financial aid (Indicator E-a); 21.4 percent received the Pell grant (Indicator E-b).

Twelve percent of credit students were enrolled exclusively in distance education courses in fall 2021 (Indicator I), nearly 27 percent were enrolled in some, but not all, distance education, while 61 percent were not enrolled in any form of distance education.

## **Finances**

More than half (53.95 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2021; tuition and fees generated 28.57 percent of revenue; and 16.59 percent came from the state. Compared to the previous year, decreases in tuition and fees reflect lower enrollment. The largest proportion of the College's expenditures by function (Indicator K) were directed towards instruction (34.7 percent), academic support (17.3 percent), and student services (13.1 percent). Another 34.9 percent were expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning and student support. The College achieved cost savings primarily due to the hybrid delivery of services requiring a change in utilization of space and through reductions in contingent salaries to reflect lower enrollment and higher than historic turnover due to the pandemic.

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

Montgomery College provides high-quality, practical and relevant education and training in credit and noncredit programs while giving students ample access to an affordable college education. Courses and programs are offered at its three campus locations and multiple off-campus sites. In fiscal 2022, the annual cost for a full-time student to attend Montgomery College was \$5,322 (Indicator 7), which was 54.2 percent of the cost to attend a public four-year college in Maryland. Tuition and fees have remained static since fiscal 2020.

## **Credit Enrollment**

In fiscal 2021, Montgomery College enrolled, educated, and/or trained 42,915 individual students (Indicator 1a): 27,840 credit-bearing students (Indicator 1b) and 15,944 noncredit students (Indicator 1c). The market share of new full-time freshmen in the College's service area was 31.5 percent (Indicator 2), while the market share of part-time undergraduate students (Indicator 3) was 67.2 percent. A respectable 48.6 percent of recent college-bound high school graduates (Indicator 4) attended Montgomery College in fall 2021.

More than three-quarters (77.1 percent) of Montgomery College's student body in fall 2021 were nonwhite (Indicator 11a), and according to the latest census data, 55.6 percent of the population within the county's service area were at least 15 years of age (Indicator 11c). Full-time faculty and administrators at the College have become increasingly more diverse, where nonwhite faculty represented 36.4 percent of full-time faculty and administrative and professional staff represented 58.9 percent in fall 2021.

College enrollment has declined nationally and fiscal year enrollment at Montgomery College has declined 3.8 percent in the last year. More high school graduates put off attending college or choose not to attend college at all and decide to work instead, nationally and in Montgomery County. In general, the impact and uncertainty of the pandemic, dramatic inflation, and a fragile economy might have forced many prospective students to choose jobs over school, thereby reducing the market share in Montgomery College's service area. However, the College anticipates an eventual boon in enrollment as the students in lower grades begin moving through the high school pipeline. Considering all aforementioned factors that potentially impact access and enrollment and an increased interest in distance learning will play in enrollment over

the next few years, the benchmarks established for the indicators discussed above have been set at reasonable yet optimistic levels of achievement.

### **Dual and Online Enrollment**

Dual enrollment and online course enrollment continued to grow. In fall 2021, dual enrollment (Indicator 5) at Montgomery College had more than doubled since fall 2018 (from 710 to 1,472). Early exposure of public-school students to higher education programs and various career paths through programs like Middle College, Early College, Jump Start, and Pathways to Network and Information Technology (P-Tech) continue to contribute to their presence at the College.

Online enrollment (Indicator 6a) in credit courses reached 30,169 in fiscal 2021 – representing a 13.6 percent increase over last year, and enrollment in hybrid courses increased by a third to 5,810. The pandemic escalated both the increased capacity of online/hybrid courses and programs and provided students with unique educational experiences and unfettered access. Currently, there are nine online degrees and four online certificates, and more are being explored for online delivery. The College is also in the implementation phase of the virtual campus, which is expected to increase equitable access to education to all county residents, deliver high-quality, inclusive services in the virtual environment to improve the overall student experience, reduce the cost and time to completion, and provide students with comprehensive services and support to help them reach their academic goal. It should be noted however that the increase in dual enrollment and online enrollments are promising, and the gains in these areas might have dampened the enrollment decline, but not enough to prevent it. The benchmarks for dual and online enrollments are reasonable, considering the current trajectory.

### **Noncredit Enrollment**

Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 15,944 individual students in fiscal 2021 (Indicator 1c), a decline of 26 percent compared to the previous year. Over three-quarters of noncredit students were 25 years of age or older (Indicator Fb) and 52.0 percent were nonwhite (Indicator 11b). Online and hybrid course enrollments increased exponentially in the past year. Annual enrollment in online courses increased from 5,040 to 30,169; and from 521 to 2,635 in hybrid courses. Due to the circumstances of the pandemic, WDCE had to pivot to online and hybrid formats to avoid massive enrollment declines in a sector that is typically known for face-to-face learning.

WDCE offers access to various educational opportunities to a wide range of students with different interests and goals. Continuing education and lifelong learning courses enrolled 5,626 individual students and generated 10,812 annual enrollments in intellectually stimulating courses designed for residents aged 50 and older. Continuing education basic skills and literacy courses generated 10,125 annual enrollments with 4,673 students. The new PAR metric on the achievement of adult basic education (Indicator 10) reflects a new opportunity to monitor the learning gains of students in two programs: adult basic education (ABE) and English for speakers of other languages (ESL). The data has shown increased achievement in at least one ABE functioning level (37 percent in fiscal 2018 to 55 percent in fiscal 2021) and at least one ESL educational functioning level (54 percent in fiscal 2018 to 55 percent in fiscal 2021). Progress on these indicators will be monitored and the benchmarks are reasonably achievable

by the end of the assessment period.

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

Students come to Montgomery College with different levels of college readiness, aspirations, goals, and interests. It is the College’s responsibility to identify factors that advance or impede the success of its students, remove barriers, and implement strategies to help students succeed.

### **Retention and Academic Preparedness**

The fall-to-fall retention rate of first-time degree-seeking students who entered the College in fall 2020 (Indicator 14) dropped off slightly, from the usual 65 percent of previous cohorts to 62 percent. That is, 62 percent of first-time degree-seeking students who enrolled at the College in fall 2020 returned in the fall 2021. The fall-to-fall retention rate of first-time students who received the Pell grant actually returned at a higher rate (69.5 percent) than for all first-time degree-seeking students. Those who entered the College with academic deficiencies have consistently returned at a much lower rate (51.1 percent); while the retention rate of college-ready students dropped to 64.0 percent, compared to the 70.8 retention rate of the previous cohort group. The decline in retention was likely influenced by the pandemic and all its ramifications.

Retention is a key metric of student success. The College’s president and Board of Trustees have taken a keen interest in this metric, engaged the broader college community on the topic, and discussed strategies to improve the rate for all student groups. The goal is to raise the fall-to-fall retention rate for all new students and set the benchmark at an optimistic 75 percent.

Just under 60 percent (59.3) of new students who entered the College in fall 2017 with developmental needs completed their developmental coursework within four years. In the past, developmental course requirements were determined by placement test scores and have been one of the major demoralizing barriers that impede students’ persistence, academic success, and completion, especially among underrepresented nonwhite students. Currently, the College no longer relies solely on placement test scores to determine college readiness. High school GPA and high school transcripts now serve as a proxy to determine English and math placement and unnecessary coursework has been eliminated.

Developmental mathematics has been the biggest barrier to student progression and college completion. A new rigorous statistics curriculum was designed and implemented for students in liberal arts and sciences programs and is much more applicable to what students need for their majors. This gives students an alternative to traditional remedial mathematics with more “real world” applications to the study of the liberal arts and social sciences than traditional remedial algebra courses. It removes the negative stigma associated with “developmental” math without diminishing the importance of math. In addition, a co-requisite structure is also offered where students take developmental and college-level math in the same semester, which has had a huge positive impact on math completion rates. Implementation of these strategies helps to reduce/remove the barriers to student success. As such, a measurable increase in the developmental completion metrics is expected within the next few years.

## **Degree Progress Cohort**

For many years, the College has used the Degree Progress cohort model to track the graduation and transfer success of first-time, full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment, divided into three groups: college-ready, those who complete developmental course requirements, and those who do not complete developmental course requirements.

For the most recent cohort group, those who entered the College in fall 2017, that data show that 74.5 percent of the students were successful-persisters: they had either graduated and/or transferred or were still enrolled and had earned at least 30 credit hours with a minimum cumulative GPA of 2.0 at the end of the assessment period (Indicator 16). College-ready students persisted at a higher rate (85.8 percent) than students who entered the College with academic deficiencies. Those who completed developmental course work had a higher persistence rate (80.0 percent) than students who didn't complete developmental course work (33.7 percent). There was improvement on this metric for developmental completers, Asian, Black, and Hispanic/Latino students compared to the previous cohort. There was a 2.5-point gain in the persistence rate for developmental completers, 2.2-point gain for Asian students (from 84.1 to 86.2 percent); a 5.5-point increase for Black students (from 66.0 to 71.5 percent); and a 1.6-point increase for Hispanic/Latino students (from 69.9 to 71.5 percent); while the persistence rate for White students (79.4 percent) remained stable.

Nearly 53 percent of the 2017 cohort graduated and/or transferred within four years of entry (Indicator 18). College-ready students (68.0 percent) graduated/transferred at a higher rate than students who entered the college with academic deficiencies: developmental completers (51.7 percent) and those who did not complete developmental course work (15.4 percent). Data for developmental completers and different race/ethnic groups showed some progress on this metric compared to data for the previous cohort (Indicator 19). The graduation/transfer rate improved by 2.6 points for developmental completers; Asian students increased 1.4 points (from 62.9 to 64.3 percent); Black students increased 6.4 points (45.3 to 51.7 percent); Hispanic/Latino students increased 4.6 points (41.7 to 46.3 percent).

The improvement in the persistence and graduation/transfer rates for developmental completers and for Black and Hispanic/Latino students narrowed the equity gap when compared to college-ready students and Asian and White students. However, the disparity in these metrics remains a challenge. The recent change in the use of alternative measures to determine students' readiness for college is expected to decrease developmental course requirements and improve the data on the graduation/transfer and persistence metrics for all aforementioned groups. In addition, the College is actively engaged in strategies that are designed to address specific needs and experiences of Black and Hispanic/Latino students, especially among male students, who are vulnerable populations at the College for various reasons. The goal of these strategies is to bring all student groups to parity on a variety of success metrics across race/ethnicity. It is noted, however, that current strategies will not impact the success of earlier cohort groups, but should start to show their impact on current and future cohorts. The established benchmarks for these success measures are set at reasonable levels and will be monitored closely over the next few years.

## **Graduation and Transfer**

In fiscal 2021, a total of 3,020 students were awarded 3,137 associate degrees and credit certificates (Indicator 20). Nearly 70 percent (69.6 percent) of transfer program graduates transfer annually within one year of graduation (Indicator 22). Some students transfer without the benefit of a degree or certificate, and whatever the circumstance, transferring to a four-year college or university is a major goal for many Montgomery College students. One year after transfer, 88.1 percent of former students achieved a cumulative GPA of 2.0 or above at their transfer (Indicator 21) colleges and universities within the University System of Maryland, which speaks to the quality education students received at Montgomery College prior to transfer.

Graduating with an award is influenced by well-designed degree pathways to completion and established articulation agreements with four-year colleges and universities that accept the associate degree as sophomore level completion. The benchmarks for the number of awards are set reasonably at 3,230 and we are now less than 150 awards away from the target. In addition, the College has met or exceeded the benchmark minimum, and that is, 85 percent of transfer students will earn a cumulative GPA of at least 2.0 after the first year of transfer.

***Maryland State Plan — Goal 3, Innovation:** Foster all aspects of Maryland higher education to improve access and student success*

The COVID-19 pandemic put health science programs front and center and their importance has become increasingly more visible. To that end, Montgomery College offers three credit health science programs that require licensure/certification examinations for employment (Indicator 23): nursing, physical therapy, and radiologic technology. The pass rates of program graduates who were first-time candidates and passed their respective licensure/certification examinations on the first try have been impressive. The data showed that 13 to 20 radiologic graduates sat for the licensure/certification exam with a 90 to 100 percent pass rate in each of the past four reporting years, fiscal 2018 to fiscal 2021. During the same time period, the pass rates for the 120 to 184 nursing graduates ranged from 85.6 percent to 92.4 percent. Physical therapy graduates (11 to 18) showed pass rates of 75 percent to 100 percent. Each of these licensure/certification areas has minimum passing rate standards and Montgomery College graduates have exceeded them. The benchmarks set for these indicators are set at an achievable level.

An important role of the College is to produce a more educated and prepared workforce. In addition, skill enhancement for employment is a primary goal of many students. The value of a degree is evident in income data for students one year prior to graduation compared to their income three years after graduation. The data show that the median annualized income for FY 2018 graduates three years after graduation in occupational programs at the College was nearly \$46,000, which was more than double the income level students were earning one year prior to graduation (\$19,580).

Workforce Development and Continuing Education (WDCE) is the arm of the College that provides the workforce and training needs in key areas in the job market in the County. In response to the state's goal of innovation, WDCE has fostered access to varied aspects of



higher education, from basic education to credentialing, for many years. During the third quarter of FY20, the COVID pandemic forced the closing of campuses at all locations, which impacted credit and noncredit programs. Rapid conversion to structured remote delivery using distance learning platforms, video conferencing tools, as well as email and chat functions allowed students to finish courses already underway. The effects of predominantly remote course offerings continued for the entirety of FY2021. Consequently, overall enrollment decreased by 18.1 percent and individual student enrollment, also known as unduplicated student, decreased by 26.2 percent below the prior year. These decreases were profoundly uniform across all the indicators (26, 27, and 28) that fall within the state goal of innovation.

Individual student enrollment in continuing education workforce development courses (Indicator 26) declined 41.9 percent and course enrollments also fell 42 percent compared to the previous year. For students seeking courses for continued government or industry-required certification or licensure (Indicator 27), enrollment dropped 31.3 percent, while annual course enrollments declined 31.7 percent. Contract training course headcount (Indicator 28) declined 30.1 percent, while annual course enrollment declined 28.9 percent. WDCE will continue the effective delivery of training and other services to the community and business entities. Over the next few years, WDCE expects student and course enrollments to rebound. Therefore, benchmarks in these areas are aspirational, though achievable.

Creating partnerships with industry is also a way to create avenues for student employment, especially in the biotech industry. Recently, Montgomery College, Montgomery County, and the University System of Maryland signed a Memorandum of Understanding (MOU), creating the Montgomery/Maryland Life Sciences Education and Innovation Partnership to facilitate collaboration among industry and academic partners on cutting-edge research. Advancements in the biotech industry create a need for more workers in a post-pandemic environment. To meet the expected demand, this partnership will provide opportunities for students from across Maryland to work and conduct translational research with Montgomery County's industry leaders.

## **Community Outreach and Impact**

Montgomery College is nestled in the heart of Montgomery County, Maryland and serves not only its students but the community at large. The College's Office of Community Engagement is the face of Montgomery College in the community and has the primary role of empowering students and county residents by connecting those in underserved and under-represented communities with the College. It does so through the operation of three community engagement centers, nonprofit partnerships, community events, and grassroots outreach throughout the county. Staff at the centers speak several languages and offer translation and interpretation services as well. But the College also expands its reach out into the community by offering other activities and programs.

The College is currently exploring the development of a fourth campus that would be located in the underserved area in the eastern section of Montgomery County. Montgomery College's Germantown Campus continues to serve as a vaccination site, serving a supporting role as a host facility, with the county and the state health departments serving as the main facilitators.

The College hosts a variety of events and programs that are open to the public. For example,

the guest artist series that features professional music, comedy, and theatre of the highest caliber. Recent performances included Tango Argentina, the Psychedelic Furs, and the Polish Wieniawski Philharmonic Orchestra. In addition, the College hosts the Monday Night Film Series, which has returned after the pandemic forced its cancellation. The series screens over a hundred of the best arthouse films ever made, by some of the most famous directors from around the globe, all of which can be experienced in person and digitally.

The College also hosts a science-oriented lecture series that is aimed at a non-scientific audience, called The Spectrum Lecture Series. Typically, there are three to four lectures per academic year on a variety of science topics that are free and open to the community. Some of the topics included The History of DNA Sequencing and Applications for Diagnostic Testing for Cancer, Hot Jupiters and Lava Planets: Exploring the Diversity of Exoplanet Environments, Animal Life in Antarctica: Food Chains, Adaptations, and Behavior. This lecture series typically draw several hundred students, faculty members and members of the community.

Montgomery College has a brand-new facility, called the ignITeHub, located on the Rockville Campus that provides a physical and virtual space where students, lifelong learners, faculty, local business owners, and community members can grow their technology and coding skills, learn to create apps, collaborate to solve problems and create or improve existing products and services. This new facility was made possible through a partnership with several entities (Montgomery County government, Montgomery County Public Schools, the Montgomery County Economic Development Corporation, and Apple). This is just another example of the reach and impact Montgomery College has on its surrounding community.

Montgomery College partners with the Capital Area Food Bank (CAFB) and hosts a Mobile Food Market Program on all three campuses. The CAFB markets offer fresh, seasonal produce at no cost; health, housing, and other service providers are on-site as resources too. The Mobile Market Program is only one portion of this initiative. It also includes supporting the food pantries located on each campus and identifying community resources that address food insecurities among our students and the residents from the community.

The Southern Management Leadership Program is a three-year scholarship and educational program that supports, develops, and graduates ethical leaders who want to energize and give back to their local communities. Members of this program engage in various community-based and outreach activities within the local community. For example, Montgomery College's Southern Management Leaders reached over 400 voters in Montgomery County—in districts that historically have low voter turnout—with personal messages of encouragement! Working with the League of Women Voters and Student Life, each student committed to writing personal messages on informational postcards that the League then mailed directly to voters on those rolls.

Community service and outreach is also an important aspect of Montgomery College's Macklin Business Institute (MBI) experience. But MBI students don't simply participate in regular community service activities; they utilize skills learned in the classroom to create outreach projects that educate and empower their target audience in sustainable ways. This is facilitated through another of MBI's flagship experiences, MC Enactus, which is an international non-profit organization that challenges

students around the world to develop and implement projects to improve the quality of life and standard of living for people in need. For example, MBI and MC Enactus students partnered with three MCPS high school ESOL programs to implement Our Stories. This project helped to improve literacy skills for ESOL students by helping them write and translate stories into English. The stories are published into books, and our students apply and teach entrepreneurial skills to sell these books to benefit ESOL programs in local high schools.

Montgomery College is the community's college that looks forward to expanding its capacity to serve its students and the community, as well as developing students to be impactful, creative, and inspiring local leaders within the Montgomery County community.

**What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

The impacts of COVID-19, particularly the effects on access in general and enrollment in particular, have been a challenge for the College. We have seen year-over-year decreases in students for all races and ethnicities. We have not seen the increase in Hispanic students that we were anticipating and have seen larger drops in male students than female students. The College is updating a strategic enrollment plan to help address this issue.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided oversight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

Yes, the use of disaggregated data has led to the creation of programs to specifically address issues of inequity. For example, data has shown that more than half of African American male students will struggle to complete courses at a level needed to graduate from Montgomery College with a degree or transfer to four-year institutions. In addition, data has shown that, on average, their graduation rates and grade point averages are significantly below those of the College's overall student body; and time to completion of a degree is much higher than other students in general. Research shows that 72 percent of white and Asian residents of Montgomery County have an associate's degree or higher, compared to 50 percent of African American county residents. This means there are significant differences in income, with whites earning an average of \$135,635 per year and African Americans earning an average income of \$72,617. The report also reflects lower retention rates and degree completion rates for African American students in the county compared to their peers. To address this concern, the College created the Presidential Scholars Program. Montgomery County data also reflects challenging statistics on degree attainment for African Americans. The Presidential Scholars Program works to increase the representation of African American men in high-wage/high-demand careers. Students in the program receive individualized financial aid support, academic support, student support services, and connections to a network of internal and external mentors. This investment in the students who face the most barriers to degree completion with evidence-based and equity-focused strategies means these talented yet underachieving students can reach their full academic and life potential.

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		3521		1356		1284		881	
2	Number attempting fewer than 18 hours over first 2 years		849		278		94		477	
3	Cohort for analysis (Line 1 – Line 2)		2672 100.0%		1078 100.0%		1190 100.0%		404 100.0%	
4	Earned Associate degree from this community college		855 32.0%		469 43.5%		384 32.3%		2 0.5%	
5	Earned certificate, but no degree, from this community college		14 0.5%		9 0.8%		2 0.2%		3 0.7%	
6	Total associate and certificate graduates (Line 4 + Line 5)		869 32.5%		478 44.3%		386 32.4%		5 1.2%	
7	Transferred to Maryland two-year/technical college		44 1.6%		14 1.3%		20 1.7%		10 2.5%	
8	Transferred to Maryland public four-year college		914 34.2%		519 48.1%		378 31.8%		17 4.2%	
9	Transferred to Maryland private four-year college or university		30 1.1%		13 1.2%		16 1.3%		1 0.2%	
10	Transferred to out-of-state two-year/technical college		38 1.4%		15 1.4%		16 1.3%		7 1.7%	
11	Transferred to out-of-state four-year college or university		189 7.1%		81 7.5%		84 7.1%		24 5.9%	
12	Total transfers (sum of Lines 7 - 11)		1215 45.5%		642 59.6%		514 43.2%		59 14.6%	
13	Graduated from this college and transferred (Line 6 $\square$ Line 12)		674 25.2%		387 35.9%		285 23.9%		2 0.5%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		1410 52.8%		733 68.0%		615 51.7%		62 15.3%	
15	No award or transfer, but 30 credits with GPA $\geq$ 2.00		448 16.8%		146 13.5%		260 21.8%		42 10.4%	
16	Successful transition to higher ed (Line 14 + Line 15)		1858 69.5%		879 81.5%		875 73.5%		104 25.7%	
17	Enrolled at this community college last term of study period		155 5.8%		46 4.3%		77 6.5%		32 7.9%	
18	Successful or persisting (Line 16 + Line 17)		2013 75.3%		925 85.8%		952 80.0%		136 33.7%	

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	1026	259	1233	740
2 Number attempting fewer than 18 hours over first 2 years	268	41	295	200
3 Cohort for analysis (Line 1 – Line 2)	758 100.0%	218 100.0%	938 100.0%	540 100.0%
4 Earned Associate degree from this community college	218 28.8%	94 43.1%	300 32.0%	174 32.2%
5 No exam this past weekend. We will have this weekend. We didn't My apology for the confusion.	2 0.3%	0 0.0%	5 0.5%	7 1.3%
6 Total associate and certificate graduates (Line 4 + Line 5)	220 29.0%	94 43.1%	305 32.5%	181 33.5%
7 Transferred to Maryland two-year/technical college	16 2.1%	2 0.9%	14 1.5%	11 2.0%
8 Transferred to Maryland public four-year college	249 32.8%	131 60.1%	265 28.3%	189 35.0%
9 Transferred to Maryland private four-year college or university	14 1.8%	1 0.5%	9 1.0%	3 0.6%
10 Transferred to out-of-state two-year/technical college	13 1.7%	2 0.9%	11 1.2%	7 1.3%
11 Transferred to out-of-state four-year college or university	59 7.8%	12 5.5%	54 5.8%	50 9.3%
12 Total transfers (sum of Lines 7 - 11)	351 46.3%	148 67.9%	353 37.6%	260 48.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	179 23.6%	86 39.4%	224 23.9%	129 23.9%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	392 51.7%	156 71.6%	434 46.3%	312 57.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	103 13.6%	28 12.8%	167 17.8%	103 19.1%
16 Successful transition to higher ed (Line 14 + Line 15)	495 65.3%	184 84.4%	601 64.1%	415 76.9%
17 Enrolled at this community college last term of study period	47 6.2%	12 5.5%	70 7.5%	14 2.6%
18 Successful or persisting (Line 16 + Line 17)	542 71.5%	196 89.9%	671 71.5%	429 79.4%

## MONTGOMERY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	21,720	21,260	20,037	17,284
b. Percent of students enrolled part time	65.1%	65.6%	65.6%	66.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	55.9%	59.6%	33.5%	32.3%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	*	*	*	49.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,405	7,384	7,216	5,481
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	53.5%	53.4%	52.2%	48.6%
b. Receiving Pell grants	26.6%	25.3%	23.6%	21.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	30.6%	29.1%	27.4%	27.2%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	74.4%	73.6%	74.0%	76.2%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	*	*	*	32.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	25.2%	25.8%	26.1%	26.4%
b. Black/African American only	27.1%	26.5%	26.4%	26.5%
c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.2%
e. Asian only	11.5%	11.9%	12.4%	12.5%
f. White only	22.5%	22.1%	21.9%	20.7%
g. Multiple races	3.1%	3.3%	3.5%	3.6%
h. Foreign/Non-resident alien	9.9%	9.4%	9.0%	9.7%
i. Unknown/Unreported	0.2%	0.4%	0.4%	0.3%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	7.7%	8.4%	12.0%	11.9%
b. Enrolled in some, but not all, distance education	19.9%	21.3%	24.9%	26.9%
c. Not enrolled in any distance education	72.4%	70.3%	63.1%	61.2%

**MONTGOMERY COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J Unrestricted revenue by source</b>				
a. Tuition and fees	31.3%	30.9%	30.3%	28.6%
b. State funding	15.4%	15.9%	16.0%	16.6%
c. Local funding	51.2%	52.1%	52.1%	54.0%
d. Other	2.1%	1.1%	1.6%	0.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K Expenditures by function</b>				
a. Instruction	33.3%	32.5%	33.1%	34.7%
b. Academic support	17.4%	17.2%	17.0%	17.3%
c. Student services	12.2%	12.1%	12.7%	13.1%
d. Other	37.1%	38.2%	37.2%	34.9%

**Goal 1: Access**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1 Annual unduplicated headcount</b>					
a. Total	54,355	52,732	49,168	42,915	<b>56,530</b>
b. Credit students	31,342	29,961	28,946	27,840	<b>34,278</b>
c. Continuing education students	24,609	24,890	21,598	15,944	<b>23,888</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2 Market share of first-time, full-time freshmen</b>	36.3%	37.8%	38.7%	31.5%	<b>45.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3 Market share of part-time undergraduates</b>	72.1%	73.1%	69.6%	67.2%	<b>75.0%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>4 Market share of recent, college-bound high school graduates</b>	51.4%	47.8%	48.9%	48.6%	<b>55.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5 High school student enrollment</b>	710	971	1,532	1,472	<b>2,050</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6 Annual enrollment in online/hybrid courses</b>					
a. Credit, online	18,863	19,143	26,551	30,169	<b>28,062</b>
b. Continuing education, online	904	875	5,040	31,261	<b>1,200</b>
c. Credit, hybrid	5,173	5,225	4,381	5,810	<b>6,938</b>
d. Continuing education, hybrid	141	383	521	2,635	<b>2,400</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7 Tuition and mandatory fees</b>					
a. Annual tuition and fees for full-time students	\$5,178	\$5,322	\$5,322	\$5,322	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	54.7%	54.9%	55.1%	54.2%	<b>57.0%</b>

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

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	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	8,493	8,311	7,193	5,626	<b>9,100</b>
b. Annual course enrollments	14,228	14,092	12,361	10,812	<b>15,500</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	6,500	6,580	5,828	4,673	<b>7,200</b>
b. Annual course enrollments	10,866	10,895	9,730	10,125	<b>12,000</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	37.4%	43.1%	51.0%	55.0%	<b>45.0%</b>
b. At least one ESL educational functioning level	54.3%	57.2%	70.0%	55.0%	<b>60.0%</b>
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	<b>Fall 2018</b> 74.3%	<b>Fall 2019</b> 75.5%	<b>Fall 2020</b> 75.9%	<b>Fall 2021</b> 77.1%	<b>Benchmark Fall 2025</b> <b>80.0%</b>
b. Percent nonwhite continuing education enrollment	<b>FY 2018</b> 53.3%	<b>FY 2019</b> 59.3%	<b>FY 2020</b> 59.8%	<b>FY 2021</b> 52.0%	<b>Benchmark FY 2025</b> <b>65.0%</b>
c. Percent nonwhite service area population, 15 or older	<b>July 2018</b> 54.1%	<b>July 2019</b> 54.7%	<b>July 2020</b> 55.3%	<b>July 2021</b> 55.6%	<b>Benchmark Not Required</b> NA
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2018</b> 34.7%	<b>Fall 2019</b> 37.1%	<b>Fall 2020</b> 39.0%	<b>Fall 2021</b> 36.4%	<b>Benchmark Fall 2025</b> <b>47.4%</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2018</b> 46.4%	<b>Fall 2019</b> 47.2%	<b>Fall 2020</b> 59.2%	<b>Fall 2021</b> 58.9%	<b>Benchmark Fall 2025</b> <b>62.5%</b>



**MONTGOMERY COLLEGE  
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**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	64.8%	65.7%	64.2%	62.4%	75.0%
b. Pell grant recipients	68.3%	69.6%	68.6%	69.5%	75.0%
b. Developmental students	64.2%	62.6%	58.5%	51.1%	75.0%
c. College-ready students	67.5%	70.0%	70.8%	64.0%	75.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	61.1%	60.0%	61.6%	59.3%	80.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	87.0%	86.1%	87.6%	85.8%	90.0%
b. Developmental completers	83.2%	83.6%	77.5%	80.0%	90.0%
c. Developmental non-completers	40.9%	35.2%	34.5%	33.7%	NA
d. All students in cohort	75.5%	74.3%	72.7%	75.3%	80.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	81.2%	79.8%	79.5%	79.4%	NA
b. Black/African American only	69.3%	69.3%	66.0%	71.5%	NA
c. Asian only	85.6%	85.8%	84.1%	86.2%	NA
d. Hispanic/Latino	72.0%	70.7%	69.9%	71.5%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	69.8%	70.3%	70.0%	68.0%	70.0%
b. Developmental completers	51.8%	52.7%	49.1%	51.7%	70.0%
c. Developmental non-completers	21.4%	21.6%	17.4%	15.4%	NA
d. All students in cohort	50.2%	50.7%	49.5%	52.8%	55.0%
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	59.3%	59.0%	60.9%	57.8%	NA
b. Black/African American only	46.2%	48.5%	45.3%	51.7%	NA
c. Asian only	63.3%	60.4%	62.9%	64.3%	NA
d. Hispanic/Latino	41.7%	43.7%	41.7%	46.3%	NA

Note: Not reported if < 50 students in the cohort for analysis

**MONTGOMERY COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	2,879	3,075	3,028	3,137	<b>3,230</b>
b. Career degrees	642	611	696	644	NA
c. Transfer degrees	1,934	2,152	2,108	2,294	NA
d. Certificates	303	312	224	199	NA
e. Unduplicated graduates	2,739	2,917	2,903	3,020	NA

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	85.7%	85.9%	90.1%	88.1%	<b>85.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	67.9%	67.9%	68.0%	69.6%	<b>65.0%</b>

**Goal 3: Innovation**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	100%	100%	100.0%	90.0%	<b>75.0%</b>
Number of Candidates	19	15	13	20	
b. Nursing	90.0%	87.2%	92.4%	85.6%	<b>80.0%</b>
Number of Candidates	120	125	131	184	
c. Physical Therapy	90.9%	85.7%	100.0%	75.0%	<b>85.0%</b>
Number of Candidates	11	14	18	16	

Note: Not reported if <5 candidates in a year

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	68.1%	67.5%	62.5%	62.4%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$19,368	\$20,348	\$18,816	\$19,580	NA
b. Median annualized income three years after graduation	\$46,712	\$47,080	\$43,708	\$45,988	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	10,978	11,455	9,831	5,710	<b>12,600</b>
b. Annual course enrollments	21,298	21,633	20,112	11,656	<b>23,800</b>

**MONTGOMERY COLLEGE  
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		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	5,081	5,531	4,569	3,140	<b>6,060</b>
	b. Annual course enrollments	10,627	11,548	10,987	7,507	<b>12,700</b>
		<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	5,047	5,099	4,398	3,075	<b>5,600</b>
	b. Annual course enrollments	11,045	10,951	10,479	7,447	<b>12,000</b>

Note: NA designates not applicable

# PRINCE GEORGE'S COMMUNITY COLLEGE 2022 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT

## MISSION

*Prince George's Community College provides high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to holistic personal development, professional advancement, and economic prosperity. (effective 12/9/2021)*

Prince George's Community College (PGCC) serves diverse populations through accessible, high-quality learning experiences. In FY 2021, 24,774 students benefited from the College's educational offerings, including 92 credit degrees and certificates, and 144 workforce training certificate programs (PAR 1a). The College keeps its programs relevant by monitoring workforce needs and partnering with business and community organizations in Prince George's County and beyond. PGCC's mission-focused work continued to adapt during various phases of the pandemic through expanded learning modalities, offering student services online and later, in person, and virtual cultural events. PGCC implemented a COVID-19 vaccine mandate for all students and employees.

## INSTITUTIONAL ASSESSMENT

### Overview

The College community was engaged in a broad-based, collaborative Strategic Plan Development Process (SPDP) during FY 2022 which culminated in the launch of the FY 2022+ Strategic Plan. The Board of Trustees approved the new plan in December 2021 which also gave PGCC a new Vision and Mission statement. FY 2023 will be the first full year of work on the FY 2022+ Strategic Plan. This new plan is focused on four strategic goals:

- Goal 1: Enhance equitable access and value for enrolling at PGCC
- Goal 2: Optimize pathways to graduation, transfer, or entering the workforce
- Goal 3: Ensure learning and achievement through high-impact educational practices
- Goal 4: Reimagine workforce innovations and strategic partnerships

Each of the strategic goals will be advanced through carefully chosen implementation strategies and supporting projects. In order to understand the direction taken in the FY 22+ Strategic Plan, a final close out of the FY 2019-2021 Strategic Plan must be done. This former plan focused 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.

Data below highlights advancements made in both strategic plans as there is significant overlap in key data points regarding student access, success, and innovative practices.

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

As part of both the FY 2019-2021 and the FY 2022+ Strategic Plans, the College has focused on eliminating barriers to student enrollment, enhancing equitable access, automating business processes to increase efficiency and responsiveness, and improving the student experience during the onboarding process.

The College has taken significant strides to advance current operating systems that systemically impact student access and enrollment features. To date, the areas of Recruitment and Admissions, Records and Registration, and Student Academic Planning and Career Readiness (SAPRA) have devised strategic enrollment projects to address various barriers to student enrollment and engagement-related services. Priorities identified by the aforementioned areas were birthed out of survey instruments and focus group themes collected by the College over an extended period prior to the launch of the FY 2022+ Strategic Plan.

The availability of funding for college-bound high school graduates was unprecedented in preparation for FY 21. Students have received timely communications regarding course enrollment options and financial aid resources as applicable. Most importantly, recruitment and admissions specialists have served as direct point of contacts/designees for select high schools in the community. Creating Opportunities for Academic Success and Transfer (COAST) services 16 Prince George's County high schools providing dual enrollment recruitment activities, grade-level assemblies, parent meetings, and individual meetings with students to share the benefits of participation and to mitigate any misinformation about qualifications, costs, and course selection. The results from this work are clearly seen in the increase in market share of recent, college-bound high school graduates which jumped 7.8 percentage points, from 26.8% in Fall 2019 to 34.6% in Fall 2020 (PAR 4).

The Virtual Welcome Center (VWC), launched in 2020, and has since expanded, becoming a one-stop Virtual Student Services Center (VSSC) for new students. VSSC, emulates in-person student services with personalized student enrollment services that meet students' individual needs. Additionally, first-time, full-time students found convenience in self-guided placement testing processes that enabled online assessment in addition to in-person assessment services which may have contributed to an increase of 4 percentage points in market share of first-time, full-time freshman, from 29.2% in Fall 2020 to 33.2% in Fall 2021 (PAR 2).

The College's emphasis on increased access is reflected in its investments to expand learning modalities for all courses, as well as adapt the face-to-face environment to respond to the ongoing COVID-19 pandemic. The return to in-person learning was supplemented by many programs instituted by the College, including but not limited to: Be Wise Health Screening App, COVID-19 Webpage & Data Dashboard, College-wide Facility Safety Measures, Remote and In-Person Appointment Scheduler for Services, COVID-19 Mask Requirement, Health Partner On-campus Vac Site, Health Partner On-campus Testing Site, and COVID-19 Vaccination Mandate. Annual credit headcount for FY 2021 reached 16,951 students, remaining relatively flat over the last four fiscal years (PAR 1b). This reflects students not only adapting to an increase in various online learning modalities, but as of Fall 2021, re-entering the physical classroom space with increased confidence.

Partly driven by the forced pivot in both the College and K-12 academic levels to fully online from the COVID-19 pandemic, coupled with a reimagining of telework and telelearning philosophies, trends show that online learning has become the modality of choice for most students. In FY 2021 there was an annual enrollment of 72,360 in online credit bearing courses (PAR 6a). These enrollments were split between two distinct virtual modalities, online which is the traditional asynchronous classroom, and the newly developed remote learning, which offers students the chance to interact with instructors and peers in a real time virtual format. Remote learning was a popular choice amongst the PGCC students, indicating the remaining desire for interaction amongst the aforementioned populations. To address needs in this increasing student population, eLearning in cooperation with other campus stakeholders, led a strategic project to ensure all credit and non-credit student orientation programs and processes across the college were updated, aligned, and integrated, and provide information regarding remote and online courses. To further supplement the enrollment demand in the online modality, PGCC applied and received approval from MHEC for 6 degrees and 3 certificates to become fully online degrees. Offering these programs online allows students flexibility and choice in format across a range of some of the college's most highly-enrolled programs.

It should be noted that the ongoing nature of the COVID-19 pandemic highlighted institutional issues within the continuing education structure. These are highlighted by the decrease in total enrollment in continuing education students, down to 9,601 in FY 2021, a 44% decrease from FY 2020 (PAR 1c). This decline in continuing education was felt across the board with steep declines in course enrollments in community service and lifelong learning, down 81% from 34,208 in FY 2020 to 6,626 in FY 2021 (PAR 8b), and in basic skills and literacy courses, down 11% from 9,390 in FY 2020 to 8,324 in FY 2021 (PAR 9b). This was due to the need to cancel face-to-face courses for the majority of FY 2021, and the inability to transition continuing education courses into the online modality initially due to lack of infrastructure or the fact that skills taught in those courses were not appropriate for the online modality. However, as FY 2021 progressed, the continuing education infrastructure increased allowing for record high enrollments in online continuing education courses at 19,770 (PAR 6b).

The College also continues to show improved access through a clear long-term trend of increased enrollments amongst the high school population. These enrollments have risen 27% from Fall 2018 (1,424 enrollments) to Fall 2021 (1,807 enrollments) (PAR 5). There was a modest decrease in this population from Fall 2020 to Fall 2021 but overall trends still indicate strong growth in enrollment in this population.

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

The success of the institution is best demonstrated through the success of its students. The College has dedicated significant resources toward improving Fall-to-Fall retention rates (PAR 14), graduation-transfer rates (PAR 18 and 19), and completion of Developmental courses (PAR 15). Several initiatives implemented as part of the FY 2019-2021 Strategic Plan have been designed to target these areas. These enterprises have also been carried over or adapted for the FY22+ Strategic Plan to expand on gains made in these areas.

The Fall-to-Fall retention for first-time degree-seeking students was 57% for the Fall 2020 cohort, rebounding to previous levels after a small decrease in the Fall 2019 cohort (PAR 14a).

However, there was a decrease in Fall-to-Fall retention in College-ready students, decreasing from 66.1% with the Fall 2019 cohort to 60.2% in the Fall 2020 cohort (PAR 14d). This may be attributed to the COVID-19 pandemic and the issues associated with it.

The percent of College-ready students who graduated or transferred after four years has increased in comparison to the most cohorts, 54.4% for the Fall 2017 cohort vs. 53.9% and 49.3% for the Fall 2015 and Fall 2016 cohorts, respectively (PAR 18a). However, the percent of Developmental completers who graduated or transfer after four years does not show a similar trend with 43.5% in the Fall 2017 cohort and 50.3% and 43.4% for the Fall 2015 and Fall 2016 cohorts, respectively (PAR 18b). Significant differences emerge when disaggregating the data by race/ethnicity. While there was a small increase in the graduation-transfer rate for Hispanic/Latino students, and large increases in the Asian students, the rate for Black/African American students held steady compared to the Fall 2015 cohort (PAR 19).

In addition to refining the curriculum and the pedagogy in the Developmental courses, the College has also begun embedding tutors within these classes. These sets of reforms have had a positive impact on student progression as shown by the movement in early momentum indicators of student success, including credit accumulation and completion of the first college-level English and Math courses. The percentage of first-time-ever-in-college students who completed at least 15 college credits in their first year rose from 22.7% for the Fall 2018 cohort to 32.1% for the Fall 2020 cohort. Meanwhile, the percentage of students who completed college-level English in their first year remained high at 46.3% for the Fall 2020 cohort, consistent with Fall 2018 numbers. Increases were seen in the percentage of students who completed college-level Math in their first year, which went up from 14% for the Fall 2018 cohort to 27.7% for the Fall 2020 cohort (FY 2019-FY 2021 KPIs).

Through a consolidation of efforts at the College and continued work and collaboration with 4-year partners, the number of transfer degrees awarded by PGCC increased by just over 8% from 738 in FY 2020 to 799 in FY 2021 (PAR 20c). Furthermore, for those students who transferred to Maryland public four-year institutions, 86.3% earned a cumulative GPA of 2.0 or above at the transfer institution in AY 2020-2021 (PAR 21). All of these are in line with or improvements over the previous cohorts, despite the challenges of the COVID-19 pandemic.

The College is also focused on improving success outcomes for students enrolled in adult education (PAR 10a and b). FY 2021 educational functioning level gains were lower due to the fact that during the pandemic, the program's grantor enacted a temporary waiver of placement testing requirements, due to programs' inability to meet with and test prospective students in person. This resulted in less accurate class placements resulting in 11.4% of students in FY 2021 achieving "At least one ABE educational functioning level", down from 15.7% in FY 2019 (PAR 10a) and 5.1% of students in FY 2021 achieving "At least one ESL educational functioning level", down from 33.1% in FY 2019 (PAR 10b). In response to these trends, the program implemented new instructor accountability measures and began testing all ESL students in both listening and reading, which allowed them to have more data for placement decisions.

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

While fostering innovation to improve student access and success, the College also strives to ensure that graduates are adequately prepared for the workforce. The number of career degrees awarded by PGCC grew by 17% from 355 in FY 2020 to 414 in FY 2021 (PAR 20b). Data from the Maryland Longitudinal Data System (MLDS) shows significant income growth for PGCC graduates who lived in Maryland and obtained a career-focused associate degree or certificate. For those who graduated in FY 2018 and worked for Maryland-based employers, the annualized income more than doubled when comparing their wages one year before graduation to what they earned three years after graduation (PAR 25a and b). Most notably the median annualized income is decreasing for those one year prior to graduation but still increasing three years after graduation compared to prior years.

In FY2021, 3,703 students took workforce development courses (PAR 26a), including 1,997 enrolled in courses leading to government or industry-required certification or licensure (PAR 27a). Furthermore, 866 students participated in contract training (PAR 28a). These represent significant decreases of 46%, 30%, and 78% respectively, from FY 2020. These are all a direct result from the need to suspend face-to-face operations early in the pandemic, develop and shift to a virtual environment, and eventually safely transition back to in-person training.

Another key cohort of students at PGCC are those in the healthcare field achieving degrees which allow them to sit for licensure/certification (PAR 23). The importance of these pathways leading to well-trained, licensed professionals has never been higher. In FY 2021 candidates for Nuclear Medicine, Respiratory Therapy, and Paramedics had 100% pass rates of their licensing exams (PAR 23b, 23e, 23f). Furthermore, the percent of nursing candidates passing their licensing exam increased to near 89% up from 78% in FY 2019, despite the disruption to learning and clinical placements.

PGCC has received HEERF I/II/III grant funding totaling \$48,430,094 (Institutional Portion \$28,938,865 and Student Portion \$19,491,229). A portion of this funding went to adjust trainings, supports, and technologies for the increase in online learning. This latter piece includes a transition of 51 classrooms to HyFlex classrooms, setting up a cloud-based library system, the establishment of virtual reality labs, purchasing of computers and laptops for loaner distribution, purchasing equipment and software to enhance virtual instruction, and the training of faculty, staff and the new equipment and software. These purchases not only allow PGCC to adapt to the nearly fully virtual portion of the COVID-19 pandemic, but position itself to return to in-person learning, and the mixed modalities that are now an expectation of students.

#### Question 1: What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in 2017-2021 State Plan for Postsecondary Education?

As with most institutions over the last two years a number of challengers were presented by the COVID-19 pandemic and the switch to remote learning and working. While there was moderate success in a rapid transition to online learning, especially in credit courses, using the currently available Learning Management System and associated tools, this still required extensive work. Before the onset of the pandemic less than 12% of courses were online ready, so a number of course needed to be converted quickly. This required not only training of faculty, full and part-



time, but an increase in a number of technologies to support this expanded modality. Creating a new modality, remote, also required training of faculty and staff and presented unique technological challenges that the College had not faced previously. According to a student survey conducted in Fall 2020, significant portions of the student population were new to virtual learning with 43% of students responding indicating this was their first virtual course. However, the efforts put into training and course development paid off for students, as there was steady improvement, measured by PGCC's Student Experience Survey, in the challenge's students experienced in online learning. For example, the percent of students who reported instructor's discomfort with technology or that lessons did not translate well to the online environment decreased from 18% to 12% and 35% to 17% between Spring 2020 and Fall 2021, respectively.

Although success was seen more rapidly in the virtual classroom environment, the transition of wrap around services that students also required lagged slightly behind. Early in the pandemic (Spring 2020) a significant number of students indicated that services such as remote tutoring, remote advising, and easier ways to obtain financial aid would make a difference in coming semesters if learning remained online. By Fall 2021 29%, 56%, and 49% of students surveyed indicated using the aforementioned resources in a virtual environment, in all cases accounting for a larger portion of students than used them face-to-face. This speaks to the ease, availability, and functionality, of services that were borne out necessity from the pandemic.

The advisement model in 2017 was largely manual and previous practices involved professional advisors using antiquated processes to advise students. While engagement remained high between students and professional advisors, the processes for sending systemic communications, generating proactive interventions to curve unsatisfactory progress was a limitation. In addition, recruitment software and recruitment and admissions staff had limited training and preparation on how to manage the enrollment funnel to build momentum during the admissions and registration processes. Most importantly, students were uniformly unaware of the workflow to register for some courses and navigate the admissions pipeline.

Question 2: Has your institution used disaggregated data to identify equity issues in student's education opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's education equities and inequities? If not, what data has been used to understand student outcomes?

The College has improved its data collection processes and the reservoir utilized to maintain active data. There has been a data team employed to cross map and disaggregate data across various student types. As such, disparities regarding student enrollment and curricular outcomes have been identified and continue to be addressed. The disaggregation of data via our PGCC portal "Business Objects" in 2018 demonstrated a completion gap among White (21%), Asian (18%), Black (11%), and Hispanic (10%) students. The noticeable distinction among these groups led to increased discussion on how to customize student needs across demographic types and create affinity groups to promote higher level engagement.

Furthermore, efforts have been put into creating dashboards which focus on course success and retention based on Race/Ethnicity, gender and other factors. These can be used to identify "at risk" groups, or areas where differences in success are present based on stated factors. In addition to investigating success and retention, reviews of the Colleges academic programs

include disaggregated data along the same lines. This will allow the College to identify areas for outreach in specific programs and create targeted efforts to close any equity gaps.

The Community College Survey of Student Engagement (CCSSE) asks students about institutional practices and student behaviors that are related to learning and success. Custom questions related to DEI from the student perspective have been included since 2018. Demographic group differences are examined by race/ethnicity and gender. This allows the College to see if the student perspective on diversity at the institution has changed since 2018 and provides some insights into how the College's commitment to diversity is emanating throughout the College. The data received is used to inform the development of goals and action steps for the College's Diversity, Equity and Inclusion Plan.

### **COMMUNITY OUTREACH AND IMPACT**

The College engaged with elected officials on the federal, state, and local levels and attended Maryland House and Senate hearings on various higher education legislation. Students participated in the Maryland Association of Community Colleges' Student Advocacy Day, where they were able to serve as advocates regarding important legislation during the 2022 Maryland General Assembly Legislative Session. Student Advocates were also able to meet with members of the Prince George's County House Delegation, to voice their opinions on key issues in higher education.

In Spring 2021, PGCC partnered with Luminis Health to host a COVID-19 vaccination clinic at the College. The clinic was open to College faculty, staff, students, and Prince George's County residents. The College's Auxiliary Services and Event Management, Department of Public Safety, Office of Communications and Marketing, and COVID-19 Task Force provided specific support through event setup, planning and logistics, security, and marketing for the clinics. Through this partnership, over 17,000 people received a COVID-19 vaccine.

Recruitment and Outreach re-engaged the pre-pandemic partners to revamp programming that accommodates the new normal hybrid and online formats. The following partners have resumed their partnership: Joe's Movement Emporium, MNCPPC - Mis Quince Program, PGC Library system, UMEOC, P31Girls, First Generation College Bound, Peer Forward, and Youth Professional Development. The Pathways to Employment Program also linked community partners and employers with students for internship, apprenticeship, and employment.

Students were involved in the programs and events sponsored by the new PGCC Truth, Racial Healing, & Transformation (TRHT) Campus Center – a center to promote racial healing, create programs that transform narratives, provide a space for shared experiences, and catalyze efforts to identify and dismantle structural barriers with respect to equity. In partnership with a county agency the TRHT Campus Center was able to bring programming to the community. The Truth, Racial Healing and Transformation Campus Center Team is currently conducting focus groups. The Focus Groups are facilitated and guided discussions to learn more about employee and student experiences at the College and to obtain feedback related to climate, racial equity, inclusion, and diversity.

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	1338	80	304	55
2 Number attempting fewer than 18 hours over first 2 years	416	13	78	24
3 Cohort for analysis (Line 1 – Line 2)	922 100.0%	67 100.0%	226 100.0%	31 100.0%
4 Earned Associate degree from this community college	133 14.4%	26 38.8%	64 28.3%	3 9.7%
5 Earned certificate, but no degree, from this community college	5 0.5%	0 0.0%	0 0.0%	1 3.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	138 15.0%	26 38.8%	64 28.3%	4 12.9%
7 Transferred to Maryland two-year/technical college	43 4.7%	5 7.5%	10 4.4%	1 3.2%
8 Transferred to Maryland public four-year college	189 20.5%	27 40.3%	50 22.1%	6 19.4%
9 Transferred to Maryland private four-year college or university	7 0.8%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	26 2.8%	2 3.0%	1 0.4%	2 6.5%
11 Transferred to out-of-state four-year college or university	47 5.1%	2 3.0%	5 2.2%	2 6.5%
12 Total transfers (sum of Lines 7 - 11)	312 33.8%	36 53.7%	66 29.2%	11 35.5%
13 Graduated from this college and transferred (Line 6 □ Line 12)	98 10.6%	18 26.9%	40 17.7%	3 9.7%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	352 38.2%	44 65.7%	90 39.8%	12 38.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	145 15.7%	14 20.9%	40 17.7%	4 12.9%
16 Successful transition to higher ed (Line 14 + Line 15)	497 53.9%	58 86.6%	130 57.5%	16 51.6%
17 Enrolled at this community college last term of study period	42 4.6%	1 1.5%	8 3.5%	3 9.7%
18 Successful or persisting (Line 16 + Line 17)	539 58.5%	59 88.1%	138 61.1%	19 61.3%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1996		574		551		871	
2	Number attempting fewer than 18 hours over first 2 years		598		175		25		398	
3	Cohort for analysis (Line 1 – Line 2)		1398	100.0%	399	100.0%	526	100.0%	473	100.0%
4	Earned Associate degree from this community college		265	19.0%	124	31.1%	120	22.8%	21	4.4%
5	Earned certificate, but no degree, from this community college		7	0.5%	4	1.0%	0	0.0%	3	0.6%
6	Total associate and certificate graduates (Line 4 + Line 5)		272	19.5%	128	32.1%	120	22.8%	24	5.1%
7	Transferred to Maryland two-year/technical college		67	4.8%	22	5.5%	18	3.4%	27	5.7%
8	Transferred to Maryland public four-year college		301	21.5%	124	31.1%	133	25.3%	44	9.3%
9	Transferred to Maryland private four-year college or university		8	0.6%	3	0.8%	4	0.8%	1	0.2%
10	Transferred to out-of-state two-year/technical college		32	2.3%	13	3.3%	6	1.1%	13	2.7%
11	Transferred to out-of-state four-year college or university		67	4.8%	18	4.5%	26	4.9%	23	4.9%
12	Total transfers (sum of Lines 7 - 11)		475	34.0%	180	45.1%	187	35.6%	108	22.8%
13	Graduated from this college and transferred (Line 6 □ Line 12)		179	12.8%	91	22.8%	78	14.8%	10	2.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		568	40.6%	217	54.4%	229	43.5%	122	25.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		229	16.4%	76	19.0%	130	24.7%	23	4.9%
16	Successful transition to higher ed (Line 14 + Line 15)		797	57.0%	293	73.4%	359	68.3%	145	30.7%
17	Enrolled at this community college last term of study period		59	4.2%	8	2.0%	32	6.1%	19	4.0%
18	Successful or persisting (Line 16 + Line 17)		856	61.2%	301	75.4%	391	74.3%	164	34.7%

## Prince George's Community College 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A	<b>Fall credit enrollment</b>			
a.	11,987	11,885	11,376	10,607
b.	73.5%	71.1%	69.2%	70.3%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B	<b>First-time credit students with developmental education needs</b>			
	64.7%	60.0%	24.5%	14.1%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C	<b>Credit students who are first-generation college students (neither parent attended college)</b>			
	51.7%	51.7%	51.7%	51.7%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D	<b>Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses</b>			
	5,688	5,698	5,662	2,477
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E	<b>Credit students receiving financial aid</b>			
a.	46.5%	43.9%	45.6%	39.2%
b.	33.0%	31.4%	30.2%	26.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F	<b>Students 25 years old or older</b>			
a.	39.1%	35.3%	34.0%	39.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b.	77%	70%	76%	71.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G	<b>Credit students employed more than 20 hours per week</b>			
	49.2%	49.2%	49.2%	49.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H	<b>Credit student racial/ethnic distribution</b>			
a.	12.3%	13.4%	14.9%	16.5%
b.	70.8%	68.8%	66.5%	64.0%
c.	0.3%	0.3%	0.3%	0.3%
d.	0.1%	0.1%	0.1%	0.1%
e.	4.1%	4.4%	4.2%	3.9%
f.	4.0%	3.7%	3.6%	3.8%
g.	3.2%	3.3%	3.5%	4.0%
h.	3.1%	3.8%	3.1%	2.5%
i.	2.3%	2.1%	3.9%	5.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I	<b>Credit student distance education enrollment</b>			
a.	8.4%	9.0%	94.8%	53.2%
b.	20.7%	22.5%	2.1%	29.2%
c.	70.9%	68.5%	3.1%	17.6%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
J	<b>Unrestricted revenue by source</b>			
a.	36.3%	34.9%	34.3%	31.0%

## Prince George's Community College 2022 ACCOUNTABILITY REPORT

b. State funding	25.7%	25.8%	26.6%	31.6%
c. Local funding	36.0%	37.2%	37.3%	36.4%
d. Other	2.1%	2.1%	1.8%	1.0%

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K Expenditures by function</b>				
a. Instruction	33.2%	31.3%	31.9%	33.8%
b. Academic support	21.7%	23.0%	22.4%	22.1%
c. Student services	7.6%	7.4%	7.7%	7.3%
d. Other	37.4%	38.3%	38.0%	36.7%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>1 Annual unduplicated headcount</b>				
a. Total	35,670	37,411	33,280	24,774
b. Credit students	16,791	16,981	16,812	16,951
c. Continuing education students	20,404	21,274	17,130	9,601

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>2 Market share of first-time, full-time freshmen</b>	21.8%	27.8%	29.2%	33.2%
Note: Methodology changed starting in Fall 2019.				

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>3 Market share of part-time undergraduates</b>	51.7%	54.7%	53.1%	65.7%
Note: Methodology changed starting in Fall 2019.				

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
<b>4 Market share of recent, college-bound high school graduates</b>	25.4%	27.3%	26.8%	34.6%

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
<b>5 High school student enrollment</b>	1,424	1,699	1,906	1,807

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>6 Annual enrollment in online/hybrid courses</b>				
a. Credit, online	12,395	13,763	17,340	72,360
b. Continuing education, online	1,197	1,087	1,527	19,770
c. Credit, hybrid	1,235	842	1,853	602
d. Continuing education, hybrid	850	1,104	320	111

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
<b>7 Tuition and mandatory fees</b>				
a. Annual tuition and fees for full-time students	\$4,700	\$4,700	\$4,670	\$4,670
b. Percent of tuition/fees at Md public four-year institutions	49.7%	48.5%	48.4%	47.6%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.				

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
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## Prince George's Community College 2022 ACCOUNTABILITY REPORT

8 Enrollment in continuing education community service and lifelong learning courses				
a. Unduplicated annual headcount	6,674	6,158	5,382	1,633
b. Annual course enrollments	36,367	34,512	34,208	6,626

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
9 Enrollment in continuing education basic skills and literacy courses				
a. Unduplicated annual headcount	7,046	6,061	5,769	5,032
b. Annual course enrollments	10,604	9,592	9,390	8,324

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
10 Adult education student achievement of:				
a. At least one ABE educational functioning level	15.4%	15.7%	9.3%	11.4%
b. At least one ESL educational functioning level	35.2%	33.1%	21.2%	5.1%
Note: Not reported if < 50 students in the cohort				

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
11 Minority student enrollment compared to service area population				
a. Percent nonwhite credit enrollment	95.9%	96.1%	96.1%	95.9%

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Percent nonwhite continuing education enrollment	87.8%	89.0%	88.8%	90.8%

	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>July 2021</b>
c. Percent nonwhite service area population, 15 or older	86.3%	86.7%	87.0%	87.2%

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
12 Percent minorities (nonwhite) of full-time faculty	47.9%	51.8%	54.1%	54.7%

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	78.9%	79.3%	78.7%	78.3%

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>
14 Fall-to-fall retention				
a. All students	53.7%	57.3%	54.8%	57.0%
b. Pell grant recipients	55.0%	58.8%	57.6%	57.1%
c. Developmental students	52.2%	54.2%	47.3%	47.5%
d. College-ready students	57.4%	63.0%	66.1%	60.2%

	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>
15 Developmental completers after four years	29.4%	36.4%	44.0%	52.7%

## Prince George's Community College 2022 ACCOUNTABILITY REPORT

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
16 Successful-persister rate after four years				
a. College-ready students	73.3%	78.8%	71.6%	75.4%
b. Developmental completers	89.8%	89.5%	80.5%	74.3%
c. Developmental non-completers	44.0%	42.8%	36.2%	34.7%
d. All students in cohort	60.1%	63.7%	58.8%	61.2%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
17 Successful-persister rate after four years				
a. White only	74.0%	75.5%	++	++
b. Black/African American only	58.0%	61.9%	55.9%	58.5%
c. Asian only	81.0%	74.2%	74.2%	88.1%
d. Hispanic/Latino	60.5%	63.0%	63.8%	61.1%
Note: Not reported if < 50 students in the cohort for analysis				
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
18 Graduation-transfer rate after four years				
a. College-ready students	54.1%	53.9%	49.3%	54.4%
b. Developmental completers	46.8%	50.3%	43.4%	43.5%
c. Developmental non-completers	26.8%	26.5%	26.2%	25.8%
d. All students in cohort	36.2%	39.1%	36.8%	40.6%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
19 Graduation-transfer rate after four years				
a. White only	56.2%	43.4%	++	++
b. Black/African American only	35.5%	38.5%	34.4%	38.2%
c. Asian only	46.8%	50.0%	51.7%	65.7%
d. Hispanic/Latino	31.2%	35.6%	37.6%	39.8%
Note: Not reported if < 50 students in the cohort for analysis				
	FY 2018	FY 2019	FY 2020	FY 2021
20 Associate degrees and credit certificates awarded				
a. Total awards	1,174	1,064	1,179	1,341
b. Career degrees	422	334	355	414
c. Transfer degrees	635	638	738	799
d. Certificates	117	92	86	128
e. Unduplicated graduates	1,121	1,023	1,142	1,267
	AY 17-18	AY 18-19	AY 19-20	AY 20-21
21 First-year GPA of 2.0 or above at transfer institution	81.4%	81.9%	83.6%	86.3%
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates
22 Graduate transfers within one year	78.3%	70.6%	75.4%	74.4%

### Goal 3: Innovation



**Prince George's Community College**  
**2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
23 Credit program pass rates in licensure/certification examinations required for employment				
a. Health Information Management	*	100%	*	14.3%
Number of Candidates		6		14
b. Nuclear Medicine	*	83%	*	100.0%
Number of Candidates		6		6
c. Nursing	68%	78%	86.0%	88.9%
Number of Candidates	142	102	109	63
d. Radiography	91%	96%	88.0%	83.3%
Number of Candidates	23	26	24	24
e. Respiratory Therapy	100%	100%	100.0%	100.0%
Number of Candidates	10	6	7	6
f. Paramedic	78%	86%	86.0%	100.0%
Number of Candidates	18	7***	7	11
g. Medical Assisting	*	*	*	*
Number of Candidates				
h. Surgical Technology	*	*	*	*
Number of Candidates				
Note: Not reported if <5 candidates in a year				
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	
	<b>Graduates</b>	<b>Graduates</b>	<b>Graduates</b>	<b>FY 2020 Graduates</b>
24 Graduates employed within one year	67.9%	66.1%	57.1%	60.4%
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	<b>Graduates</b>	<b>Graduates</b>	<b>Graduates</b>	<b>FY 2018 Graduates</b>
25 Income growth of career program graduates				
a. Median annualized income one year prior to graduation	\$23,904	\$28,668	\$25,132	\$24,612
b. Median annualized income three years after graduation	\$53,428	\$54,416	\$53,404	\$56,012
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
26 Enrollment in continuing education workforce development courses				
a. Unduplicated annual headcount	9,170	10,314	6,828	3,703
b. Annual course enrollments	15,180	16,126	11,616	6,331
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure				
a. Unduplicated annual headcount	3,932	3,604	2,872	1,997
b. Annual course enrollments	5,850	5,693	4,415	3,068
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
28 Enrollment in contract training courses				
a. Unduplicated annual headcount	3,169	4,962	4,024	866
b. Annual course enrollments	8,981	10,629	11,133	2,093

Note: NA designates not applicable

# WOR-WIC COMMUNITY COLLEGE

## MISSION

Wor-Wic Community College empowers a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore.

## INSTITUTIONAL ASSESSMENT

**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 served 6,296 students in FY 2021 (Indicator 1a). Much of the enrollment decline since FY 2019 can be attributed to the COVID-19 pandemic. Credit headcount in FY 2021 decreased 6% from FY 2020 and continuing education headcount decreased 27%. When the college's campus closed in late March 2020, off-campus class sites also closed, causing most of the college's continuing education classes to be postponed or canceled. Many continuing education courses either had not been designed in a distance learning format or required hands-on instruction. Starting in the summer of 2020, several continuing education courses were moved to a distance learning format and others were safely offered on campus. Most of the summer credit classes were taught in a distance learning format.

Before finalizing its plans for what types of classes to offer in the fall of 2020, the college surveyed current credit students and applicants who had not registered yet and asked about their class format preferences. Thirty-eight percent said they wanted classes on campus with social distancing, 32% said they wanted online classes and the remaining 30% indicated that they would prefer hybrid or virtual options. This information was shared with a group of faculty members and instructional leaders who worked on changing class formats to meet social distancing requirements while maintaining the highest academic standards and quality of instruction. The end result of the academic planning was the development of six different credit class formats, including on-campus, online, virtual and three different types of hybrid models. Enrollments in the fall term turned out to be very similar to what students requested in the survey, with 39% on campus, 38% online and 23% in virtual or hybrid formats. By the fall of 2021, more classes were offered on campus and enrollments changed to 55% on campus, 34% online and 11% in virtual or hybrid formats.

Continuing education students were also surveyed regarding their class format preferences for the fall of 2020. Almost half preferred classes on campus with social distancing, 29% said they wanted online classes and the remaining 22% indicated that they would prefer virtual or hybrid options. Increased distance learning offerings in FY 2021 resulted in 38% of enrollments in an online or virtual format, compared to 18% online and no virtual enrollments in FY 2020. Online and virtual enrollments decreased to 32% of continuing education enrollments in FY 2022 as more classes were offered in person again.

Wor-Wic has been awarded various grants that focus on student access and retention. A TRIO Student Support Services (SSS) Program grant through the U.S. Department of Education was approved for a second time in the summer of 2020. The grant, which spans a five-year period, is providing almost 130 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 student development course. In FY 2021, the fall-to-spring retention rate for TRIO SSS students was almost 12 percentage points higher than for students who weren't in the program. More than 90% of the TRIO SSS students were in good standing and almost 90% earned a cumulative GPA above 2.0 at the end of the year.

In FY 2022, for the sixth year in a row, the Maryland State Department of Education awarded Wor-Wic a Child Care Career and Professional Development Fund grant that provides scholarships to child care workers earning credentials through Wor-Wic's early childhood and elementary education degree programs. The college was awarded \$75,926 for FY 2022. Eleven of the 17 students approved for funding in FY 2022 were continuing in the program from FY 2021 and six were new recipients.

Reinforcing the state plan strategy 3 to provide support services to non-traditional students, the college's 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. The center receives funding from a TRIO Veterans Upward Bound (VUB) grant and is run by a full-time director of veterans services, whose position is funded by the grant as well as the college. In FY 2022, the college was in its fifth year of the grant and 125 eligible veterans were assisted through the center. Due to the success of the program, the college was awarded another five-year TRIO VUB grant that starts in FY 2023. Wor-Wic was named as a 2022 gold-level Military Friendly School by VIQTORY, a national company that ranks colleges and universities in their support for veteran and military students.

In the spring of 2022, PCs for People, a national nonprofit, partnered with the Maryland Department of General Services to provide 90 personal computers to adult education students enrolled in Wor-Wic's Maryland high school diploma and English as a Second Language programs. The nonprofit refurbishes donated devices and distributes them to low-income members of the community.

Wor-Wic's strategic priority to provide flexible scheduling also supports strategy 3 of the state plan to ensure equitable access for non-traditional students. Online offerings for both credit and non-credit courses were expanded prior to the pandemic, resulting in enrollment increases of more than 20% in credit and non-credit courses in FY 2019 and FY 2020. In response to the pandemic, online enrollments in FY 2021 almost tripled in credit courses to 9,239 enrollments (Indicator 6a) and more than tripled in non-credit courses to 1,479 enrollments (Indicator 6b).

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

The percentage of Wor-Wic's first-time students who require developmental coursework decreased 18 percentage points from 64.0% in the fall of 2019 to 46.1% in the fall of 2020. The percentage increased again to 65.9% in the fall of 2021 (Characteristic B). This one-year decrease was most likely a result of the campus closure in March 2020 due to the pandemic. Remote placement testing and proctoring were not immediately available. During this time frame, student services staff assisted students in self-identifying their placement levels.

The fall-to-fall retention rate gap between developmental and college-ready students was more than 10 percentage points for the fall 2017 and 2018 cohorts and decreased to less than 7 percentage points for the fall 2019 cohort and 2020 cohorts. Fall-to-fall retention rates for the fall 2020 cohort were 48.8% for developmental students and 55.7% for college-ready students (Indicator 14).

The college has implemented several major initiatives designed to increase student retention and success. In FY 2022, the second year of new enrollment onboarding processes took place as part of the college's Guided Pathways initiative. The new requirements were designed to assist students in enrolling in an educational program or training that aligns with their career goals and preparing them for their first day of class. Applicants select one of seven learning pathways on the admission application instead of a specific academic program. Their next step is to complete a brief career assessment before meeting with an enrollment coach. Enrollment coaches then help prospective students choose an academic program or non-credit course of study, determine if placement testing is needed, and register students for placement testing and academic advising meetings. Enrollment coaches also assist students with the financial aid application process. In addition, students must complete a required online orientation before starting their coursework.

The college is entering the final year of its Title III grant from the U.S. Department of Education. With support from the grant, a new advising model was implemented. Development of the model was based on academic advising research, community college visits to learn best practices and professional development sessions on advising. Academic advising was relocated from student services administrators and faculty to professional academic advisors who work closely with students to develop academic plans and monitor success. A new advising center opened on campus at the beginning of FY 2022. Students are able to meet with their advisors in person, via telephone or video conferencing software.

With additional support from the college's Title III grant, the college purchased student success technology to assist with advising and retention efforts. The software module is used by the advising center, student services staff and faculty. The college is now able to bring a case management approach to student success, including tracking retention interventions with students, managing early alerts from faculty about students who are having difficulties with their coursework, providing comprehensive communication with students and using predictive analytics to help student services use limited resources more effectively.

Another benefit of the Title III grant was the college's ability to purchase a tutoring service in order to provide 24/7 online tutoring in all credit courses offered by the college. In addition to tutoring for all subjects, students can access an online writing lab to assist with course writing assignments. In FY 2022, students utilized 933 online tutoring hours, supplementing in-person tutoring services in the college's on-campus Mathematics Lab, Reading & Writing Center and Tutoring Center. This service was invaluable when many students were attending classes remotely as a result of the COVID-19 pandemic.

Since the spring of 2022, Wor-Wic has partnered with the University of Maryland Eastern Shore (UMES) to accelerate transfer reform as part of the Transfer Student Success Intensive. The Wor-Wic and UMES team is part of the first-ever cohort of the intensive, along with 29 other two- and four-year partnerships from across the country. Led by the Aspen Institute and the American Association of State Colleges and Universities, teams receive one-on-one consulting with experts and work to identify, collect, understand and use transfer outcomes and equity data. Teams focus on co-creating practices and policies to improve transfer student success and equity. Wor-Wic's participation in the intensive represents an important extension of efforts to increase community college transfer and bachelor's degree attainment. The intensive will continue through February 2023 with funding provided by the Ascendium Education Philanthropy

**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, several new credit program options were offered starting in the fall of 2021. A new associate degree concentration in professional license studies was added to Wor-Wic's business program offerings for students who already hold an active professional license through the state of Maryland. Students receive 12 college credits for having a professional license that required at least 600 hours of training. The licenses recognized for this degree program include barber, cosmetologist, hairstylist, esthetician, HVAC, electrician, plumber/gas fitter, real estate appraiser and stationary engineer.

Culinary arts was separated from hotel-motel-restaurant management as an independent program, offering both associate degree and certificate options. During the most recent accreditation visit, the American Culinary Federation recommended that culinary arts become a stand-alone program. Culinary course offerings have been expanded to include artisan breads and specialty cakes, gluten-free breads and desserts, chocolate and sugar sculpting and European pastries.

The college also added an English concentration to its general studies program in the fall of 2021. New courses include creative writing, film, women's literature, and American, British and world literature. The concentration prepares graduates to transfer to English programs at a four-year college or university.

Starting in the fall of 2022, a new criminal justice degree will be offered to replace the corrections and law enforcement concentrations. The new degree was designed to create a variety of career and transfer pathways for students who want to obtain an entry-level position in

corrections or law enforcement, as well as those who plan to transfer to a four-year institution and work toward a bachelor's degree in criminal justice.

Two new trades certificates will be offered beginning in the spring of 2023. The basic welding certificate provides students with the knowledge and skills needed for entry-level welding positions and prepares them for American Welding Society (AWS) certification. The heating, air conditioning and refrigeration technology certificate provides students with the theory, knowledge and skills associated with HVAC equipment for systems in residential and light commercial structures. Students will be prepared for entry or advancement in the HVAC field.

In FY 2022, the college was the lead or a partner on several Maryland Department of Labor Employment Advancement Right Now (EARN) grants that support workforce development. Metal fabrication and welding training was offered to meet the needs of local employers in partnership with Arcon Welding, Crystal Steel, Quality Staffing Services and the Lower Shore Workforce Alliance. Through EARN grant funding and in partnership with Quality Staffing Services and the Eastern Shore Construction Alliance, carpentry training was offered to prepare qualified students with the basic skills required to enter the construction industry. Of the more than 2,500 students enrolled in workforce development courses in FY 2021 (Indicator 26a), almost 2,000 of those students were in courses that lead to government or industry-required certification or licensure (Indicator 27a). The declines in FY 2020 and FY 2021 from the two prior years is due to the cancelation of continuing education classes as a result of the pandemic.

Beginning with classes in the summer of 2021, a new online registration system for continuing education courses replaced an outdated product that provided online registration for courses without prerequisites. The new system allows all continuing education courses to be showcased on the college's website and provides a more customer-friendly "shopping cart" experience for students. Automated communications have been implemented and students can now upload prerequisite documents when registering for various allied health and truck driver training courses, as well as gifted and talented courses for children.

Construction on a new applied technology building began in the fall of 2021. The new building will support credit programs in the college's occupational education division, with an emphasis on applied and emerging technologies such as industrial technology, supply chain management and alternative energy, as well as current and additional workforce development courses in the areas of transportation and industrial trades. The building will also include a makerspace multipurpose laboratory where students and community members can gather to create, invent and learn. Several specialized industrial laboratories, a computer laboratory, classrooms, student study spaces, a conference room and offices to accommodate credit and non-credit employees to support these programs will also be housed in the new building. Completion is scheduled for the spring of 2023.

### **Response to Question Raised by the Commission**

***Prompt:** What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

Changes in student enrollment have created the biggest challenge at this time for the college in meeting its completion goals. In the fall of 2020, Wor-Wic had the largest percentage (75%) of students attending part time among the 16 Maryland community colleges. Part-time enrollment increased to 79% for the fall of 2021 and is trending at 80% for the fall of 2022, extending the time to completion for most students. Although the college offers multiple opportunities to waive into college-level classes, almost two-thirds of Wor-Wic's new students place into developmental coursework, extending their time to completion even longer. More students have recently placed into lower levels of developmental coursework than in the past, most likely due to secondary schools closing and implementing remote learning in response to the pandemic.

Many students in Wor-Wic's service area are academically disadvantaged and economically challenged. Almost 40% of Wor-Wic's students surveyed in the spring of 2020 reported that they had a fair or poor technology experience at home, 19% had no internet service at home or only through their phone and 22% of those with access reported DSL, hotspot or dial-up access. More than 40% of Wor-Wic's students received Pell grants in FY 2020, the highest percentage among the Maryland community colleges. Almost 38% received Pell grants in FY 2021. As more funding sources require students to enroll full time, most of Wor-Wic's students are not eligible for these valuable opportunities.

Research shows that full-time students are more likely to persist and graduate. However, many students at Wor-Wic are non-traditional. Of those who completed a FAFSA, 31% reported that they care for dependent children. Thirty-five percent of students are over 25 years of age and almost 60% work more than 20 hours per week.

Wor-Wic continues working to address this enrollment challenge by focusing on flexible scheduling options, student and academic support services, communication with students and scholarship opportunities. The college's new 2022-2027 strategic plan supports these efforts by concentrating on community needs, diversity, student success and institutional effectiveness.

***Prompt:*** *Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

Disaggregated data is regularly used at Wor-Wic to identify equity issues in students' educational opportunities and outcomes. Admissions data is reviewed weekly to determine if the student population reflects the local population. Data is broken down by age, gender, race, county of residency and special populations. When inequities are identified, outreach is adjusted accordingly. Enrollment and success data is also reviewed, including minority student enrollment compared to the service area population and successful-persister and graduation-transfer rates for race/ethnicity student cohorts. An ongoing achievement gap between black/African American and white student cohorts has been identified.

The college recently developed its new 2022-2027 strategic plan. A review of college and service area data and relevant issues affecting the college was an integral part of the planning process.

One of the resulting priorities is to “nurture and actively promote diversity, equity and inclusion among students and employees.” Goals that support this priority include to promote policies, practices and procedures that are inclusive and sensitive to the diverse cultures represented on campus; evaluate the current perception of diversity, equity and inclusion (DEI) on campus to promote awareness and compassion toward others; design resources to serve the needs of a diverse campus community; and demonstrate accountability for the DEI initiatives implemented on campus.

In 2022, a review of data was also part of the process to develop the college’s 2022-2027 cultural diversity plan. As stated in the plan introduction, the college is “committed to fostering a campus environment of inclusion, equity, belonging and understanding in which faculty, staff and students learn to value diversity, facilitate inclusion, promote equity and respect individuality in a manner that enriches not only the college but the local community as well.”

Additionally, disaggregated data is used to determine the success of students in the college’s TRIO programs. The TRIO SSS and TRIO VUB programs both service low-income, first generation and disabled students. Disaggregated outcomes data, such as GPA, persistence/retention, graduation and transfer rates, are used to determine if the TRIO SSS program is meeting the needs of students. For the TRIO VUB program, measures such as persistence and retention rates, program completion and postsecondary enrollment and completion are used to determine the effectiveness of the program.

## **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% tuition discount if they meet their school’s dual enrollment eligibility requirements. General education courses are taught in public high schools in Wicomico, Worcester and Somerset counties and in a Wicomico County private high school. The college also partners with the public schools in Wicomico and Worcester counties to provide evening courses at their career and technology education (CTE) sites. The courses range from automotive, carpentry and electrical to HVAC and welding.

### **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 business, computer studies, education, general studies and STEM. In addition, articulation agreements for specific associate degree programs have been developed with various colleges and universities. Wor-Wic partners with University of Maryland Global Campus (UMGC) to articulate seven of the college’s programs to bachelor’s degree programs at UMG. Wor-Wic’s graduates also have access to discounted tuition through the UMG. Completion Scholarship. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University. Additionally, the college’s



nursing program articulates to 11 institutions where graduates can pursue a Bachelor of Science in nursing degree. Agreements exist with Bowie State University for STEM biology and chemistry graduates, University of Maryland Eastern Shore (UMES) for STEM chemistry pre-pharmacy graduates to directly enter the Doctor of Pharmacy program and St. Mary's College of Maryland for STEM biology graduates to enter the marine science program. New articulations in FY 2022 include agreements with UMES for STEM biology, chemistry and engineering graduates.

### **Scholarship Agreement with University of Maryland Eastern Shore (UMES)**

In FY 2022, UMES and Wor-Wic partnered to create a more affordable pathway to college completion for Wor-Wic graduates transferring to UMES. The university is offering Wor-Wic graduates a \$1,750 scholarship per semester for up to six semesters at UMES. In addition, each academic year, three Wor-Wic graduates will be selected to receive a presidential scholarship of almost \$4,300 per semester, renewable for up to six semesters.

### **Driver Education Training**

Almost 230 students enrolled in Wor-Wic's driver education classes in FY 2022, and more than one-fourth received tuition assistance. Although the course is open to any area resident who is at least 16 years old, 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 \$300. Of the FY 2022 students, 30% were at least 20 years old.

### **Metal Fabrication Training**

In partnership with Arcon Welding Services, Crystal Steel Fabricators, Quality Staffing Services and the Lower Shore Workforce Alliance, metal fabrication training in FY 2022 provided students with the skills necessary to secure employment as entry-level metal fabricators. Training was provided tuition free to qualified students through a Maryland Energy Administration and Maryland Department of Labor EARN grant.

### **Adult Basic Education Program**

With a grant from the Maryland Department of Labor, Wor-Wic provided adult education services to almost 400 Wicomico County residents in FY 2022. 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 Adults**

Since FY 2017, the college has 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. Business management and hotel-motel-restaurant management program courses have been

taught to more than 30 qualified inmates at the Eastern Correctional Institution (ECI). Classes have been suspended since March 2020 due to the pandemic. Efforts to offer classes virtually have not been successful. The college is working with the ECI administration to hold on-site classes again in the spring of 2023.

### **Voter Friendly Campus Designation**

Wor-Wic was one of two community colleges in Maryland to be designated as a Voter Friendly Campus for 2021-22 by the Student Affairs Administrators in Higher Education (NASPA) and Fair Election Center's Campus Vote Project. The goal of the program is to bolster efforts that help students overcome barriers to participating in the political process and develop a culture of democratic engagement on campus. The program requires college campuses to engage their campus communities and promote voter registration and voting as part of their institutional mission.

### **Transitional Youth Initiatives**

Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2021 for students 18 to 21 years old with significant cognitive disabilities. Training areas included computers, safety in health care and culinary coursework leading to the national ServSafe certification. The program is a partnership with the Wicomico, Worcester and Somerset public schools, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment.

### **Horizons Summer Learning Program**

With a grant from the Maryland State Department of Education (MSDE), Wor-Wic partnered with Horizons Delmarva in the summer of 2022 to host a portion of its Summer Learning Program for low-income public school students in Wicomico and Worcester counties. Around 60 children entering the sixth through ninth grades participated in the six-week program to help them stay on track for the next academic year. Activities included project-based learning in STEM, art, service learning, character education and physical activity.

### **Gifted and Talented Program**

In the summer of 2022, the college's summer scholars gifted and talented program enrolled almost 270 public, private and home-schooled students with more than 300 course enrollments. Students entering third through 10th 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. A grant from the Community Foundation of the Eastern Shore allowed 35 service area students who were eligible for free and reduced meals to attend classes for free.

### **Prekindergarten Program**

Starting in the fall of 2022, Wor-Wic will offer prekindergarten for 3- and 4-year-olds at its child development center. A grant from the Maryland State Department of Education (MSDE) provides funding for 18 students whose families earn up to 300% of the federal poverty guidelines. The prekindergarten program includes a full day of instruction, along with a meal during the day.

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students	College-ready Students	Developmental Completers	Developmental Non-completers
1 First-time full- and part-time fall headcount	639	180	190	269
2 Number attempting fewer than 18 hours over first 2 years	217	62	11	144
3 Cohort for analysis (Line 1 – Line 2)	422 100.0%	118 100.0%	179 100.0%	125 100.0%
4 Earned Associate degree from this community college	91 21.6%	39 33.1%	52 29.1%	0 0.0%
5 Earned certificate, but no degree, from this community college	16 3.8%	12 10.2%	3 1.7%	1 0.8%
6 Total associate and certificate graduates (Line 4 + Line 5)	107 25.4%	51 43.2%	55 30.7%	1 0.8%
7 Transferred to Maryland two-year/technical college	4 0.9%	0 0.0%	3 1.7%	1 0.8%
8 Transferred to Maryland public four-year college	85 20.1%	40 33.9%	34 19.0%	11 8.8%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	11 2.6%	1 0.8%	6 3.4%	4 3.2%
11 Transferred to out-of-state four-year college or university	35 8.3%	11 9.3%	17 9.5%	7 5.6%
12 Total transfers (sum of Lines 7 - 11)	135 32.0%	52 44.1%	60 33.5%	23 18.4%
13 Graduated from this college and transferred (Line 6 □ Line 12)	47 11.1%	25 21.2%	22 12.3%	0 0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	195 46.2%	78 66.1%	93 52.0%	24 19.2%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	63 14.9%	13 11.0%	43 24.0%	7 5.6%
16 Successful transition to higher ed (Line 14 + Line 15)	258 61.1%	91 77.1%	136 76.0%	31 24.8%
17 Enrolled at this community college last term of study period	9 2.1%	3 2.5%	3 1.7%	3 2.4%
18 Successful or persisting (Line 16 + Line 17)	267 63.3%	94 79.7%	139 77.7%	34 27.2%

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	172	13	34	374
2 Number attempting fewer than 18 hours over first 2 years	73	3	7	120
3 Cohort for analysis (Line 1 – Line 2)	99 100.0%	10 100.0%	27 100.0%	254 100.0%
4 Earned Associate degree from this community college	6 6.1%	3 30.0%	2 7.4%	76 29.9%
5 Earned certificate, but no degree, from this community college	4 4.0%	0 0.0%	0 0.0%	11 4.3%
6 Total associate and certificate graduates (Line 4 + Line 5)	10 10.1%	3 30.0%	2 7.4%	87 34.3%
7 Transferred to Maryland two-year/technical college	0 0.0%	0 0.0%	0 0.0%	4 1.6%
8 Transferred to Maryland public four-year college	17 17.2%	5 50.0%	4 14.8%	55 21.7%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	1 1.0%	0 0.0%	1 3.7%	7 2.8%
11 Transferred to out-of-state four-year college or university	7 7.1%	2 20.0%	4 14.8%	21 8.3%
12 Total transfers (sum of Lines 7 - 11)	25 25.3%	7 70.0%	9 33.3%	87 34.3%
13 Graduated from this college and transferred (Line 6 ∩ Line 12)	1 1.0%	2 20.0%	1 3.7%	42 16.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	34 34.3%	8 80.0%	10 37.0%	132 52.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	10 10.1%	0 0.0%	5 18.5%	40 15.7%
16 Successful transition to higher ed (Line 14 + Line 15)	44 44.4%	8 80.0%	15 55.6%	172 67.7%
17 Enrolled at this community college last term of study period	4 4.0%	0 0.0%	1 3.7%	3 1.2%
18 Successful or persisting (Line 16 + Line 17)	48 48.5%	8 80.0%	16 59.3%	175 68.9%

## WOR-WIC COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

### Student & Institutional 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 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	3,025	2,894	2,705	2,436
b. Percent of students enrolled part time	74.0%	75.4%	75.3%	79.3%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	65.4%	64.0%	46.1%	65.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
C Credit students who are first-generation college students (neither parent attended college)	30.8%	30.6%	30.8%	29.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	380	390	288	155
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	55.2%	54.2%	57.2%	61.0%
b. Receiving Pell grants	41.9%	39.2%	40.7%	37.8%
F Students 25 years old or older				
a. Credit students	36.1%	35.6%	36.5%	34.8%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
b. Continuing education students	75.0%	76.7%	69.2%	72.2%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
G Credit students employed more than 20 hours per week	53.9%	*	*	57.2%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.8%	5.7%	5.7%	5.7%
b. Black/African American only	25.2%	23.4%	24.1%	24.4%
c. American Indian or Alaskan native only	0.3%	0.1%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.2%	0.1%
e. Asian only	2.6%	2.3%	2.4%	2.5%
f. White only	59.1%	61.3%	60.7%	60.1%
g. Multiple races	4.4%	4.5%	4.5%	4.9%
h. Foreign/Non-resident alien	0.6%	0.6%	0.5%	0.7%
i. Unknown/Unreported	1.9%	2.0%	1.7%	1.4%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	6.5%	9.2%	43.3%	25.7%
b. Enrolled in some, but not all, distance education	18.8%	21.3%	38.0%	34.8%
c. Not enrolled in any distance education	74.7%	69.6%	18.7%	39.7%

## WOR-WIC COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	36.5%	37.2%	35.0%	32.9%
b. State funding	31.9%	32.2%	33.1%	32.1%
c. Local funding	29.5%	28.6%	30.0%	30.6%
d. Other	2.1%	2.0%	1.9%	4.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>K</b> Expenditures by function				
a. Instruction	40.3%	37.3%	36.6%	36.9%
b. Academic support	20.5%	19.5%	19.4%	18.1%
c. Student services	7.5%	8.0%	8.2%	8.8%
d. Other	31.7%	35.2%	35.7%	36.2%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	9,485	10,105	7,628	6,296	<b>10,200</b>
b. Credit students	4,135	4,052	3,878	3,662	<b>4,300</b>
c. Continuing education students	5,701	6,473	4,068	2,983	<b>6,500</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	43.8%	36.3%	39.5%	28.4%	<b>45.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	80.9%	78.7%	80.0%	77.3%	<b>82.0%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	55.3%	51.3%	48.5%	48.6%	<b>56.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	446	490	456	387	<b>500</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	2,102	2,607	3,353	9,239	<b>3,300</b>
b. Continuing education, online	264	376	459	1,479	<b>450</b>
c. Credit, hybrid	1,573	1,467	1,347	2,954	<b>1,600</b>
d. Continuing education, hybrid	0	0	0	0	<b>0</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,050	\$4,170	\$4,380	\$4,530	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	42.8%	43.1%	45.4%	46.1%	<b>50.0%</b>

**WOR-WIC COMMUNITY COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	701	689	593	143	<b>800</b>
b. Annual course enrollments	1,227	1,247	1,066	169	<b>1,400</b>
					<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	987	1,081	704	343	<b>1,200</b>
b. Annual course enrollments	1,786	1,852	1,085	699	<b>2,300</b>
					<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	24.1%	30.2%	16.2%	20.6%	<b>32.0%</b>
b. At least one ESL educational functioning level	30.9%	29.8%	12.5%	41.7%	<b>40.0%</b>
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					<b>Benchmark Fall 2025</b>
a. Percent nonwhite credit enrollment	<b>Fall 2018</b> 39.4%	<b>Fall 2019</b> 37.0%	<b>Fall 2020</b> 38.0%	<b>Fall 2021</b> 38.7%	<b>Fall 2025</b> 32.0%
					<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	<b>FY 2018</b> 37.8%	<b>FY 2019</b> 37.9%	<b>FY 2020</b> 35.3%	<b>FY 2021</b> 41.1%	<b>FY 2025</b> 32.0%
					<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	<b>July 2018</b> 31.4%	<b>July 2019</b> 31.7%	<b>July 2020</b> 31.8%	<b>July 2021</b> 31.8%	<b>July 2025</b> NA
					<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2018</b> 9.2%	<b>Fall 2019</b> 8.5%	<b>Fall 2020</b> 8.8%	<b>Fall 2021</b> 10.3%	<b>Fall 2025</b> 12.0%
					<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2018</b> 17.5%	<b>Fall 2019</b> 20.7%	<b>Fall 2020</b> 19.3%	<b>Fall 2021</b> 17.9%	<b>Fall 2025</b> 22.0%

**Goal 2: Success**

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	49.2%	46.6%	48.7%	52.3%	<b>50.0%</b>
b. Pell grant recipients	48.6%	45.0%	43.7%	49.6%	<b>50.0%</b>
c. Developmental students	46.7%	42.8%	47.3%	48.8%	<b>50.0%</b>
d. College-ready students	57.8%	56.3%	52.0%	55.7%	<b>60.0%</b>

**WOR-WIC COMMUNITY COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	42.4%	40.2%	42.7%	41.4%	<b>45.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	90.2%	81.2%	91.8%	79.7%	<b>90.0%</b>
b. Developmental completers	79.4%	85.3%	79.7%	77.7%	<b>87.0%</b>
c. Developmental non-completers	35.4%	28.4%	27.6%	27.2%	<b>NA</b>
d. All students in cohort	67.1%	64.5%	64.8%	63.3%	<b>70.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	70.1%	71.2%	71.5%	68.9%	<b>NA</b>
b. Black/African American only	50.0%	47.9%	47.3%	48.5%	<b>NA</b>
c. Asian only	*	*	*	*	<b>NA</b>
d. Hispanic/Latino	*	*	*	*	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	84.1%	65.2%	78.7%	66.1%	<b>85.0%</b>
b. Developmental completers	59.2%	64.2%	59.4%	52.0%	<b>65.0%</b>
c. Developmental non-completers	25.0%	18.4%	18.7%	19.2%	<b>NA</b>
d. All students in cohort	52.7%	48.3%	49.3%	46.2%	<b>53.0%</b>
	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	55.3%	53.5%	56.5%	52.0%	<b>NA</b>
b. Black/African American only	36.7%	33.0%	34.1%	34.3%	<b>NA</b>
c. Asian only	*	*	*	*	<b>NA</b>
d. Hispanic/Latino	*	*	*	*	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	499	460	512	528	<b>600</b>
b. Career degrees	210	169	167	166	<b>NA</b>
c. Transfer degrees	153	150	151	160	<b>NA</b>
d. Certificates	136	141	194	202	<b>NA</b>
e. Unduplicated graduates	439	417	464	497	<b>NA</b>



## WOR-WIC COMMUNITY COLLEGE 2022 ACCOUNTABILITY REPORT

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	83.4%	80.2%	83.5%	86.4%	<b>85.0%</b>

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	58.4%	72.3%	61.5%	62.8%	<b>75.0%</b>

### Goal 3: Innovation

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. LPN	97.2%	100.0%	97.1%	87.5%	100.0%
Number of Candidates	36	38	35	24	NA
b. RN	79.4%	81.5%	85.3%	86.0%	<b>90.0%</b>
Number of Candidates	68	65	61	50	NA
c. Radiologic Technology	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
Number of Candidates	9	6	9	15	NA
d. EMT-Basic	72.2%	80.0%	100.0%	60.0%	<b>85.0%</b>
Number of Candidates	18	20	16	20	NA
e. EMT-Paramedic	88.9%	71.4%	*	*	<b>90.0%</b>
Number of Candidates	9	7	2	4	NA
f. Occupational Therapy Assistant	100.0%	88.0%	100.0%	*	<b>95.0%</b>
Number of Candidates	10	7	5	4	NA
g. Physical Therapist Assistant	86.0%	82.0%	93.3%	71.4%	<b>92.0%</b>
Number of Candidates	7	11	15	14	NA

Note: Not reported if <5 candidates in a year

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	89.4%	91.8%	87.8%	87.2%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$14,376	\$17,068	\$17,116	\$17,796	NA
b. Median annualized income three years after graduation	\$46,836	\$49,420	\$50,060	\$47,184	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,248	4,934	2,866	2,534	<b>5,000</b>
b. Annual course enrollments	6,986	7,865	4,728	4,349	<b>8,000</b>

**WOR-WIC COMMUNITY COLLEGE  
2022 ACCOUNTABILITY REPORT**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry -required certification or licensure					
a. Unduplicated annual headcount	2,541	2,974	2,043	1,994	<b>3,000</b>
b. Annual course enrollments	4,511	5,103	3,482	3,536	<b>5,000</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,096	2,766	1,393	1,196	<b>2,800</b>
b. Annual course enrollments	4,359	5,352	3,324	3,505	<b>5,500</b>

Note: NA designates not applicable  
\* designates data not available

# BOWIE STATE UNIVERSITY

## MISSION

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research and public service to benefit our local, state, national, and global communities (2019).

## INSTITUTIONAL ASSESSMENT

### Overview

Bowie State University (BSU) 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 mission statement (approved in 2019) and the FY 2019-FY 2024 *Racing to Excellence* Strategic Plan. The five goals in Bowie's strategic plan align with the state of Maryland's 55% completion goal and many strategies in the Maryland Higher Education Commission's *Maryland State Plan for Postsecondary Education – Increasing Student Success with Less Debt* as illustrated below.

- Goal 1. Achieve academic excellence supported by curricular as well as co-curricular experiences
- Goal 2. Promote a holistic and coordinated approach to student success
- Goal 3. Encourage academic and administrative innovation to meet student needs
- Goal 4. Enhance our campus culture of diversity, inclusion and civic engagement
- Goal 5. Ensure long-term viability of BSU

This report summarizes the progress Bowie State University has made in achieving the benchmarks set in 2020 that align with the current BSU strategic plan and the Maryland Plan for Postsecondary Education.

### **Bowie State University's Continued Commitment to Access**

Bowie State University's mission statement continues its rich history of providing access to diverse student populations and empower these students to reach their full potential through innovative programming and transformational experiences. The University has enrolled over 5,300 undergraduate students on average each fall term since 2018. Of the 6,308 students enrolled in fall 2021, 20 percent were a race or ethnicity other than African-American. Since fall 2020, Bowie State freshmen admissions requirements have been test-optional. The average freshmen class high school GPA was 3.01 (fall 2020) and 3.10 (fall 2021). Fifty-eight percent of the fall 2021 cohort had a high school GPA greater than or equal to 3.0.

### **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 2022, Bowie State received Maryland Higher Education Commission (MHEC) approval for five new programs: upper division certificates (UDC) in Entrepreneurship and in Data Analytics, bachelor's degrees in Cyber Operations Engineering and in Data Science, and a master's degree in Applied Biotechnology and Molecular Biology. Other programs under review by MHEC are Software Engineering (B), Philosophy, Politics, and Economics (B), and Internet of Things and Internet Technologies (M). These programs were developed to train underrepresented populations in fields critical for Maryland's workforce and to expand Bowie State's STEM programming.

The University continued 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**).

The number of professionally-accredited programs (**MFR Objective 1.2**) remained the same during FY 2022. The Computer Science and Computer Technology programs were reaccredited by ABET. The Computer Science program was also recertified by National Security Agency and the Department of Homeland Security for continued designation as a National Center of Academic Excellence in Cyber Defense. During spring 2022, the Middle States Commission on Higher Education reaffirmed Bowie State without additional follow-up.

Graduate satisfaction levels with academic preparation for employment and lifelong learning (**MFR Objective 1.3**) are indirect measures of quality. The University will be collecting and reporting these data on a three-year cycle similar to that previously required by MHEC.

**MFR indicators 1.5 – 1.7** also align with the programmatic efforts listed below and 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 - to enhance workforce development and workforce readiness.

Bowie State University continues to see increased STEM enrollment and STEM degree production (**MFR Objective 1.5**). Undergraduate STEM enrollment grew for a fourth year in a row to over 1,000 majors in both fall 2020 and 2021. The number of STEM undergraduates reached an all-time high of 177 graduates in FY 2022. Bowie State has undergraduate STEM programs in biology, bioinformatics, chemistry, computer science, computer technology, and mathematics.

Enrollment in the undergraduate and graduate initial teacher certification programs (**MFR Objective 1.6**) jumped to over 300 students in fall 2020 and 2021 due in part to partnerships with several public school systems to offer initial certification training to teacher aids. Thirty-two initial teacher certification degrees were awarded in FY 2022.

The Nursing Department has made progress on its 2020 Maryland Board of Nursing (MBON) approved improvement plan (**MFR Objective 1.7**). A progress report of the Action Plan was submitted to the MBON December 2021. At its February 2022 meeting the MBON approved BSU's Action Plan progress report. Examples of actions to improve the NCLEX-RN required MBON pass-rate include: revised undergraduate curriculum, targeted faculty development opportunities; preceptorship clinical experiences for graduating seniors; requirements for

students to do mandatory remediation in areas of weakness monitored by faculty and the Nursing Student Success Center (NSSC); required students to pass exit exam, which is included in nursing course NURS 499; and, incentivized them for passing NCLEX-RN on first attempt by reimbursing the \$200 cost to register for the exam. Licensure pass rates for FY 2022 were 82% reversing the previous declining score trend.

**Goal 2: Promote a holistic and coordinated approach to student success.**

Core performance indicators for student success are improvements in retention and graduation rates. The accumulated impact of all efforts to improve student success is demonstrated in these measures. The second year retention rate (**MFR Objective 2.1**) for fall 2020 cohort was 72%. This rate is consistent with pre-pandemic trends. The six-year graduation rate from BSU or another public university in Maryland (**MFR Objective 2.2**) was 48 percent for the 2015 MHEC cohort. The stabilization of institutional academic and financial support systems contributed to this achievement. The six-year graduation rate of Pell Grant recipients (**MFR Objective 2.4**) was above that of the entire 2015 cohort graduating from BSU (42% within BSU graduation rate). Affordability is another component that is monitored. Bowie's undergraduate in-state tuition and fees remain at 10 percent of the Prince George's County median income (**MFR Objective 2.3**).

**Goal 3: Encourage academic and administrative innovation to meet student needs.**

Bowie State is committed to a student-centered learning experiences using innovative delivery methods from technology-enhanced traditional courses through fully on-line courses and programs. This commitment aligns with MHEC's 2017 *State Plan* Goal 3 – Innovation.

During FY 2022, Bowie State faculty developed eight online programs for the fall 2022 semester - three undergraduate programs (Computer Science, Computer Technology, and Criminal Justice) and four master's programs (Computer Science, Culturally Responsive Teacher Leadership, Management Information Systems, and Reading Education), and the doctoral program in Educational Leadership. Bowie State received approval to offer selected online programs in FY 2021. Future reports will reflect growth in online programming (**MFR Objective 3.1**). In FY 2022, the number of online and hybrid courses reflects the return to traditional instruction while offering students the flexibility of virtual instruction (**MFR Objective 3.2**). Since the pandemic, BSU has upgraded over 50 classrooms to allow for hyflex instruction. The University is also partnering with publishers and software vendors to enhance instructional experiences and to reduce textbook costs.

In addition to offering distance education, Bowie State has expanded program offerings at the Universities at Shady Grove and at the University System of Maryland at Southern Maryland. The undergraduate business administration program is now offered in a 2+2 format at the Laurel College Center. Beginning in spring 2023, the Educational Leadership program will be offered at the Eastern Shore Higher Education Center.

**Goal 4: Ensure the long term viability of BSU - Advance the overall effectiveness and efficient use of resources and identify new revenue sources.**

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. The university redirects resources as needed to remain solvent, competitive, and relevant.

Bowie's FY 2021 alumni giving grew to \$387,870, \$111,882 over FY 2020. Total gift dollars exceeded \$27.75M in FY 2021 secured by the MacKenzie Scott gift and a record \$4.8M raised from other contributors (**MFR Objective 4.1**). Bowie State received a record \$16.6M in external grant funding in FY 2021 and preliminary estimates for FY 2022 exceed \$17.5M. Faculty grant activity has accelerated in the past two years (**MFR Objective 4.2**).

**MFR Objective 4.3** *Increase classroom utilization rates* measures the percentage of general use classrooms, meeting the standard of 45 scheduled hours per week (between 8:00 a.m. and 5:00 p.m.). Prior to the pandemic, Bowie State has been deliberate in its class scheduling to address increases in course sections due to continued enrollment growth. The classroom utilization rate for fall 2021 was 59% reflecting the shift from the predominately-online instruction during the pandemic to a balance of in-person and online instruction post pandemic.

**MFR Objective 4.4** *Increase the funds allocated to facilities renewal* measures achievement against the Board of Regents goal of 2%. The percentage has fluctuated over the past five years from 1.1% to a high of 2.7%. There are two factors impacting performance on this indicator – the significant increase in replacement values due to escalating construction costs and the completion of the Center for Natural Sciences, Mathematics, and Nursing building. These factors have added \$85M in replacement cost value of BSU buildings.

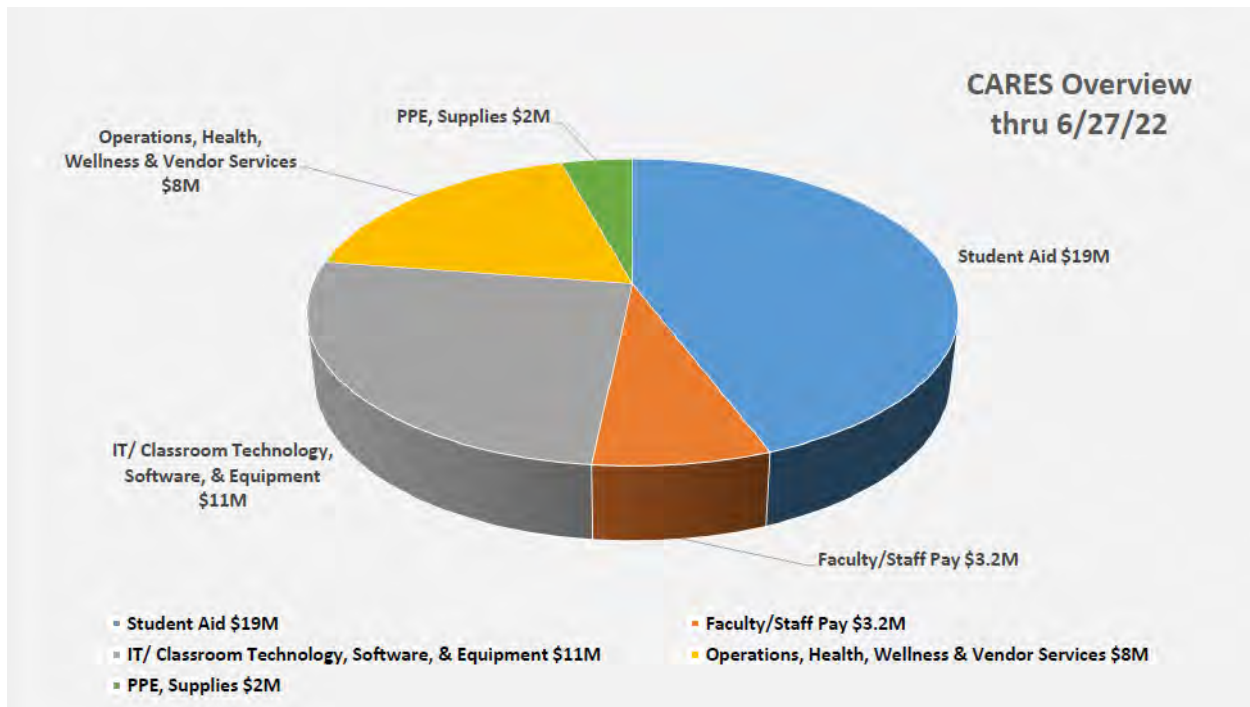
**MFR Objective 4.5** *Increase the percentage of expenditures for instruction* - This objective, which is included in the USM Dashboard indicators, demonstrates the University's commitment to supporting teaching. The University is steadfast in its commitment to instructional support. However, greater proportions of the federal HEERF funding received during the pandemic supported other expenditure categories. The result is a temporary drop in this indicator. It is anticipated that HEERF funds will be fully expended in FY 2023 and that the levels will normalize beginning in FY 2024.

The effects of the COVID-19 pandemic continued to be felt through FY 2022. Beginning in summer 2021, consistent with Prince George's County local guidelines, BSU maintained indoor masking requirements and removed masking outdoors. Staff and student testing requirements were in place as well. As the fall 2021 semester approached, the campus worked to create a safe environment for all by installing UV lighting on ventilation systems and HEPPA filters in classrooms for an additional level of air purification. Personal protective equipment was also readily available. Throughout the fall semester, the number of COVID infections was minimal. Indoor masking requirements and testing continued into the spring 2022 semester and were lifted entirely late in the semester in accordance with the local county guidelines.

The CARES Act funds made available to Bowie State University supported students and BSU's students and allowed the University to pivot to the ever-changing demands of the COVID-19 pandemic. The University made significant strides with the efforts to prevent and mitigate the spread of COVID-19.

As of June 27, 2022, the University has expended/encumbered approximately \$43M or 62% of the funds. The breakdown of those expenses include student aid, student debt payoff, auxiliary lost revenue, technology costs associated with the transition to distance education, equipment, training, payroll, testing, PPE, HVAC improvements, security services, cleaning supplies, and IT infrastructure upgrades. The charts below depict a breakdown of expense categories and

amounts. It is anticipated that the remaining funds will support student financial aid, academics, student support, wellness operations, and technology and classroom upgrades.



### MHEC Additional Prompts

*What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

Bowie State University efforts to support the *2017-2021 State Plan for Postsecondary Education* have been outlined in this report as well as other reports submitted to the Maryland Higher Education Commission. The *State Plan* themes of access, success, and innovation are aligned with the goals in Bowie State’s FY 2019-FY 2024 *Racing to Excellence* Strategic Plan. Both plans recognize the importance of financial aid in enrollment, student success, and completion (*State Plan*, Strategy 3).

Over the past four years, Bowie State has been revising its financial aid awarding strategy to address the continuing challenges of supporting students with high levels of financial need as well as those who are ineligible for federal need-based grants. Between FY 2017 and 2021, institutional aid grew from \$6.4M to \$7.5M (+17%). Institutional need-based aid grew to \$3.1M and institutional scholarship aid grew to \$3.3M. The growth in institutional scholarships is a direct impact of targeted private partnership/grant support as well as increased endowment levels fueled by the MacKenzie Scott gift and the BSU BOLD: The Campaign for Excellence. However, student financial support needs continue to outpace institutional aid funds. Since 2018, Bowie State’s Enrollment Management and Student Affairs division (EMSA) has

been analyzing both Pell-eligible and non-Pell-eligible student populations to lessen student loan indebtedness. Pell-eligible students receive first priority for institutional need-based aid. Almost all students with a 0 EFC receive institutional aid. However, approximately 40 percent of BSU undergraduate students have EFC amounts above Pell-eligible amounts which results in a greater reliance on loans for these students.

To assist non-Pell-eligible students, Bowie State University has modified/enhanced institutional need-based aid to include EFCs up to 10,000. In addition, institutional merit-based aid has been strategically awarded earlier in the recruiting cycle. Awarding institutional merit-based aid was undertaken to attract and enroll early applicants who fall into this category (i.e., scholarship award offers were made in early December last year compared to March/April in previous years). Continuing students are also awarded institutional funds early to support continuous enrollment into the next academic year. Bowie State continues to monitor institutional financial aid strategies and the impact of student success and completion.

*Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

Bowie State University collects a variety of student, faculty, and staff data to inform diversity, equity, and inclusion (DEI) initiatives. Student level data includes demographic characteristics, academic success indicators, and completion rates. Indirect feedback is collected primarily by two student surveys. Below are examples of the different strategies the Office of Planning, Analysis, and Accountability (OPAA) uses to support academic success initiatives.

### **New and Continuing Student Registration**

Applied, accepted, and enrolled rates of undergraduate first-time freshmen – Each fall, admissions data for first-time freshmen are disaggregated by race/ethnicity and gender. The Enrollment Management and Student Affairs (EMSA) division monitors new student applications throughout the admission's cycle to identify possible changes in recruitment strategy and business practices.

Continuing student re-enrollment activity – Each fall and spring term, re-enrollment rates of continuing students are monitored by student characteristics, academic success indicators, and by college and academic program. Academic Advising Center staff, college retention coordinators, department chairs and deans analyze the information to develop intervention strategies and to track intervention impact.

### **Enrolled Students**

Enrolled student profiles – After the fall and spring term enrollment reporting snapshot, student profiles by academic level, gender, enrollment status, race/ethnicity, residency, and age are analyzed.

Undergraduate mid-term grade analysis – Bowie State faculty are required to enter mid-term grades for undergraduate courses. OPAA compiles course and student data and disseminates it



to academic departments and academic support units to inform instructional and student interventions.

End-of-term academic profiles – Historically, end-of-term academic information has been available by request and has been coupled with re-enrollment activity. Inquiries from the Diversity, Equity, and Inclusion Taskforce workgroups have pointed out a need for student academic success information broken down by student characteristics at the institution, college, and program levels. OPAA is in the planning stages of developing a dashboard to support this request.

### **Retention, Graduation and Completion**

Retention and graduation rates of undergraduate and graduate new student cohorts are collected and shared internally with academic departments on an annual basis. Data are disaggregated by student demographics and academic success indicators by request. Trends in degrees by race and gender are available at the institution and program levels.

### **Student Perception of Campus Climate**

The NSSE and Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) surveys have been administered every three years since 2009. Analysis is undertaken to determine if student subgroup perceptions differ on key items.

### **Student Learning Outcomes Assessment**

OPAA collaborates with faculty on large-scale student learning outcomes assessment initiatives. Student demographic and academic success indicators are incorporated into assignment data collection to determine if student subgroups are performing at similar levels.

# USM - Bowie State University

## MISSION

As Maryland's first historically black public university, Bowie State University (BSU) empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

## VISION

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Achieve academic excellence supported by curricular as well as co-curricular experiences

- Obj. 1.1** Maintain the percentage of new tenure-track faculty with terminal degrees.
- Obj. 1.2** Increase the number of professionally-accredited programs from six 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 Bowie State University's institution goal of seven to eight course units taught by full-time equivalent (FTE) core faculty.
- Obj. 1.5** Increase the number of science, technology, engineering and math (STEM) program students from 894 in 2019 and graduates from 116 in 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of new core faculty with terminal degrees	100%	100%	100%	100%	100%	100%	100%
Number of professionally-accredited programs	6	6	6	6	6	6	7
Course units taught by FTE core faculty (per academic year)	7.6	7.5	7.7	7.7	7.6	7.5	7.5
Students satisfied with education received for employment (triennial measure)	N/A	N/A	N/A	0.88	N/A	N/A	N/A
Students satisfied with education for graduate/professional school (triennial measure)	N/A	N/A	N/A	0.85	N/A	N/A	N/A
Number of undergraduates in STEM programs	871	894	935	1,002	1,045	1,077	1,105
Number of degrees awarded in undergraduate STEM programs	114	116	114	144	177	195	210

# USM - Bowie State University

**Obj. 1.6** Increase the number of teacher education students and graduates from 25 in 2019.

**Obj. 1.7** Increase the number of Bachelor of Science in Nursing (BSN) students and graduates from 40 in 2019 and increase licensure pass rates to at least the statewide BSN average.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	231	235	248	339	369	355	365
Number of undergraduates and MAT post-baccalaureate completing teacher training	33	25	36	43	32	35	40
Number of undergraduates enrolled in nursing	610	610	488	536	543	514	520
Number of qualified applicants admitted into nursing program	56	40	24	28	19	30	35
Number of qualified applicants not admitted into nursing program	3	8	6	0	0	0	0
Number of BSN graduates	58	55	47	35	25	30	30
Percent of nursing graduates passing the licensure exam	59%	68%	75%	57%	39%	82%	85%

**Goal 2. Promote a holistic and coordinated approach to student success.**

**Obj. 2.1** Maintain or exceed the undergraduate second-year retention rate of 72 percent.

**Obj. 2.2** Increase the undergraduate six-year graduation rate to over 50 percent.

**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.

**Obj. 2.4** Increase the six-year graduation rate of Pell Grant recipients from BSU to over 50 percent.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Second-year undergraduate retention rate at BSU or another public university in Maryland	72%	68%	71%	76%	72%	73%	74%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	43%	48%	47%	46%	48%	49%	50%
BSU tuition and fees as a percentage of Prince George’s County median income	10%	10%	10%	10%	10%	10%	10%
Six-year graduation rate of Pell Grant recipients	48%	56%	44%	38%	43%	44%	46%

# USM - Bowie State University

## Goal 3. Encourage academic and administrative innovation to meet student needs.

**Obj. 3.1** Increase the number of on-line and hybrid courses annually and offer at least 2 predominantly or fully online program(s).

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of online programs	0	0	0	0	0	8	10
Number of online and hybrid courses running in academic year	310	368	397	1,029	475	500	525

## Goal 4. Advance the overall effective and efficient use of resources and identify new revenue sources.

**Obj. 4.1** Increase alumni giving from \$251,000 in 2019 and increase the gift dollars received from \$1.2 million in 2019.

**Obj. 4.2** Increase the amount of grant funding from \$8.8 million in 2019.

**Obj. 4.3** Increase classroom utilization rate from 65 percent in 2019.

**Obj. 4.4** Maintain or exceed the funds allocated to facilities renewal as a percent of replacement value of 2.0 percent.

**Obj. 4.5** Sustain or increase the percentage of expenditures for instruction from 40 percent.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Dollars of alumni giving	\$201,615	\$251,184	\$234,377	\$275,988	\$387,870	\$366,255	\$380,000
Number of alumni donors	1,283	1,199	1,098	1,516	1,250	825	1,100
Total gift dollars received (\$ millions)	\$1.22	\$1.26	\$1.21	\$1.63	\$27.75	\$5.64	\$6.00
Total external grant and contract revenue (\$ millions)	\$8.70	\$8.80	\$8.90	\$12.20	\$16.60	\$17.70	\$18.00
<sup>1</sup> Classroom utilization rate	67%	65%	65% N/A		59%	65%	68%
Facilities renewal funding as a percentage of replacement value	1.5%	2.7%	1.3%	1.3%	1.1%	1.3%	1.5%
Percentage of education and general (E&G) funds spent on instruction	43%	46%	51%	42%	38%	36%	40%

## NOTES

<sup>1</sup> Classroom utilization in fiscal year 2021 was affected by the pandemic.

**COPPIN STATE UNIVERSITY**



**PERFORMANCE ACCOUNTABILITY REPORT  
AND MANAGING FOR RESULTS**

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October 2022

Office of Institutional Effectiveness and Research  
2500 West North Avenue  
Baltimore, Maryland 21216

## 2021-2022 Institutional Performance Accountability Report Coppin State University

### MISSION

Founded in 1900, Coppin State University (CSU) is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The institution offers 62 academic programs: 33 baccalaureates, 14 masters and 14 certificate programs, and one (1) doctorate. Approval of new academic programs, and innovative instructional modalities is in progress.

#### Summary Mission Statement

Coppin State University, a Historically Black Institution located in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

### INSTITUTIONAL ASSESSMENT

#### Selected Progress Related to Institutional and State Goals

##### *Goal 1: Provide access to higher education for diverse citizens of Maryland*

Central to the University's goals is maintaining affordable tuition for the Maryland citizenry, especially minorities and African Americans.

- Undergraduate, in-state tuition for Coppin State University (CSU) is \$8,900 annually, which includes the optional cost of student health insurance.
- Increased diversity also remains a goal of the University. The University currently has a population of 82 percent African American with 18 percent Caucasian, Hispanic, international students, and other races and ethnicities.
- In FY 2022, 369 degrees were conferred, a decrease over last year's 395 degrees awarded. On average, 380 degrees are awarded annually to many minorities within the state from Coppin. This is a significant accomplishment and remains central to the University's mission.

The University continues to expand its efforts towards diversity by continuing to build partnerships with community colleges, but also continues to develop additional collaborations 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 and regional institutions. The University continues to expand dual enrollment and dual credit agreements with local high schools, such as the Coppin Academy.

##### *Goal 2: Promote economic development in Maryland's areas of critical need and the inner city*

*in general.*

### **STEM and Related Programs**

The number of undergraduates enrolled in STEM programs decreased to 198 in FY 2022, and the number of baccalaureate degrees increased from 22 to 35. The University anticipates this trend will continue positively as market-driven content is provided within the STEM programs.

- STEM efforts at the University are the institution's priority, and activities and initiatives toward programming efforts have been increasing. Two years ago, University submitted to the University System of Maryland and the Maryland Higher Education Commission two new master's degree programs in Microbiology and Biochemistry and Polymer and Material Sciences. Certificate programs within these program areas are in progress. These programs were approved and implemented during the fall of 2021. Furthermore, the department continues to submit proposals for extramural funding to support current and future STEM programs. Enrollment within the programs is strong and is projected to add to the number of STEM majors and graduates.
- The College of Arts & Sciences and Education (CASE), which houses the Department of Natural Sciences, has three STEM centers that provide research opportunities and development for students and faculty in bioscience and nanotechnology. The centers are located within the state-of-the-art Science and Technology Building on campus. The Center for Nanotechnology and the Center for Organic Synthesis provides cutting-edge research experiences to students and lead to intellectual property creation.
- CASE is exploring collaborative partnerships with sister institutions to support student and faculty research and the development of joint degree offerings.
- Academic programs within the Department of Natural Sciences are exploring affirmation from specialized accrediting agencies to improve the marketability of program offerings.
- The College of Health Professions Nursing program had an NCLEX pass rate of 85 percent in FY 2022.
- The total number of bachelor's degrees awarded in Nursing decreased in FY 2022 from 66 to 62. Since then, the School of Nursing has been reorganized into a graduate and undergraduate the College of Health Professions (CHP). Each program, such as the Master's in Nursing, is no longer a department on its own. The College now comprises undergraduate and graduate-level programs. CHP programs recently underwent and achieved reaffirmation by CCNE.
- The College of Health Professions offers the Doctor of Nursing Practice (DNP) program, which is also adds to the State's workforce of health sciences and healthcare industry professionals. Existing programs within the health professions are planned for online delivery. The institution recently approved the online delivery of the Bachelor's in Health Information Management and the Master's in Health Information Management and created an internal process for students to earn credentials through the BSN to DNP pathway.

### **Goal 3: Improve retention and graduation rates of undergraduate students.**

The University maintains its commitment to its mission and the State's goal by continuously improving retention and graduation rates. The challenge has been to balance the appropriate number of best-practice intervention programs and to fund them at levels that sustain specific

programs consistently over the years. Despite those challenges, commitment of the University's faculty, staff, and administrators has led to an increase in the six-year graduation rate to 26.4 percent for all students in FY 2022 from 30 percent in FY 2021 (Objective 3.1). The six-year graduation rate for all minority students increased from 30 percent to 26.6 percent. Due to structural changes and enhancements, such as the availability of retention strategies and other initiatives, projected data show a continued increase in overall retention and graduation rates. The next fiscal year's six-year graduation rate is projected to be 24 percent based on current enrollments and degrees awarded. The effects of COVID-19 impacted the retention and graduation programs and services, which in turn, impacted the personal lives of our students and faculty. The institution continues to monitor the impacts of COVID-19 by conducting regular surveys and monitoring other vital data.

- The institution's graduation rate for African Americans increased from 29 percent in FY 2021 to 25 percent in FY 2022.
- The 2<sup>nd</sup>-year retention rate decreased from 65 percent in FY 2021 to 57 percent in FY 2022. The retention rate is expected to increase as the strategies are enhanced next year. Data monitoring ensures the institution is postured to manage unexpected outcomes related to the ongoing COVID-19 pandemic. Furthermore, the University has adopted a new retention plan with comprehensive strategies to support student success. The retention plan is a combination of strategies, activities, and programs to be administered through the newly-created Eagle Achievement Center (EAC), which plans to open in spring 2023 officially.

### **Partnering with Community Colleges to Increase Graduation Rates**

CSU welcomes approximately 200 new transfer students annually from Maryland's Community Colleges, and other colleges and universities. Generally, students who transfer to CSU perform significantly better than new freshmen. The data suggest 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 careers at CSU.

- CSU will continue solidifying articulation agreements with community colleges such as BCCC, where "Finish for Free" remains a viable option for student degree attainment. The partnership will be enhanced this year as plans are in place to strengthen the collaboration and the memoranda of understanding.
- CSU will continue to finalize agreements such as those with Anne Arundel Community College and Montgomery College. Dual enrollment partnerships are also being enhanced with area high schools and community colleges in the region.

### **Selected Strategies to Improve Retention and Graduation**

The University continues to implement strategies to improve retention and graduation rates. Collectively, the following list below has been instrumental in facilitating student success.

- Creation of the Eagle Achievement Center (EAC) – The center will combine new and existing services and is expected to be fully operational by spring 2023. It will impact enrollment and boost retention through major housing programs to support students' experiences as they progress through the University in a one-stop-shop model. The



services will provide a wholistic approach and include academic coaching through mentoring services, math and writing labs, and tutorial services. Also, services to support students in the military and international students will be provided along with career guidance. Additional programs, which are already functional, include those that will be offered through the First-Year Experience (FYE) and the University Academic Advisement Center (UAAC). Upon full implementation, the center will be managed by the Enrollment Management and Student Affairs staff. It will be in a space currently under construction on the fourth floor of the Parlett L. Moore Library.

- **Reenergizing Individual Student Excellence (RISE)** – This newly established program supports academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been on academic alert and/or probation, b) are first full-time freshmen who’s cumulative GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return.
- **Project Hope 2.0** – The program provides proactive, targeted, and collaborative efforts to improve graduation rates among the near completers enrolled at Coppin State University. The three selected objectives are to 1) enhance and improve existing outreach strategies to encourage near completers to re-enroll in college; 2) increase re-enrollment rates of near completers by offering an individualized plan of study to facilitate completion; and 3) increase re-enrollment rates of near completers by offering financial aid resources. This project is funded through MHEC’s *One Step Away* grant awarded to Coppin for Fall 2020 implementation.
- **Anthology Student Engagement System** – The ongoing implementation of Anthology marked the launch of the implementation phase of the new student engagement system (CRM) through Campus Management (now Anthology). The system enhances engagement with our students by beginning to track them from the first interaction through the enrollment lifecycle. This CRM allows the institution to automatically assign success teams to provide personalized interactions with each student. Through robust workflows and individualized communications, we anticipate enhancing the student experience resulting in increased enrollment, retention, and graduation rates. The *Applied* platform has been launched. We will now turn our attention to the implementation of *Succeed*.
- **Academic Success Centers (ASC)** - Housed within each of the four colleges, the Academic Success Centers include a staff retention specialist who monitors student progression, performs registration outreach, and directs students to support services needed for success. Qualitative evidence supports the need for a process for student outreach and monitoring.
- **First-Year Experience** - The First Year Experience Program (FYE) at Coppin State University is designed to help students successfully transition into the Coppin community by introducing support services, skills, and experiences. FYE staff assist freshmen with their academic study plans, direct them to tutorial services, and help them navigate the classroom experience.
- **Child Development Center** – (*The Center is currently open for business and is operated by Goodwill Industries*) Childcare services are offered through the James E. McDonald Child Development Center and support students, university employees, and community members. Charged to provide a safe, nurturing, and educational program that

focuses on developmentally appropriate experiences for children, the James McDonald Child Development Center addresses the needs of the campus community and the surrounding community. Students who major in Early Childhood Education complete experiential learning at the James McDonald Child Care Center, contributing to their academic preparation.

**INSTITUTIONAL RESPONSE TO THE COMMISSION’S PROMPTS:** 1) What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education? And 2) Has your institution used disaggregated data to identify issues in students’ educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution’s educational equities and inequities? If not, what data has been used to understand student outcomes?

The institution faces several challenges as it strives to meet the goals of the State Plan. However, opportunities exist for the University to serve our students with the appropriate services to ensure that they obtain the education they deserve to meet some of the most critical workforce needs of the State and beyond the region. Since the onset of the COVID-19 Pandemic, enrollment continues to be a challenge as Coppin rebuilds its student body. Already, there has been an increase in the size of the incoming students. The percent increase among freshmen and transfers alone is 34.5% over the previous year. Growth in the number of new graduate students to the institution accounts for 59.2% of growth. Enrollment is beginning to increase as the university continues to use recruitment and enrollment methodology and other best practices.

Continuing students at Coppin continue to be benefactors of new programs and services aimed at supporting them through their student experience. A review of data has led to increased dialogue among campus officials to continue to seek ways to improve student persistence to graduation. Once such example includes the review of D, F, W, and I grades. The institution has used disaggregated data to identify issues related to student outcomes. During the fall 2021 and spring 2022, the University examined courses with high D, F, W, and I failure rates. Courses with the most failures, incidents of high withdrawal rates and courses that had high rates of incompleteness were shared with the faculty body and among campus administrators. Several factors are under consideration to improve the rates, which include providing additional services to ensure learning goals are achieved and to increase time-to-degree.

Specific strategies involve the creation of a center to increase retention by bringing efficiency to advisement and support services for all students, developing new and attractive academic programs with modalities to meet the needs of our student population, leveraging technology to increase student engagement, creating additional articulation and dual enrollment agreements with community colleges, and embarking on an aggressive marketing campaign in the community and surrounding region. A key highlight of an initiative in progress is the creation of a comprehensive campus support center.

**Creation of the Eagle Achievement Center (EAC)** – The center, which is currently combining new and existing services into one location is expected to be fully operational by spring 2023. It

will impact enrollment and boost retention by housing major programs to support students' experiences as they progress through the university in a one-stop-shop model. The services will provide a wholistic approach and will include academic coaching through mentoring services, counseling, student accessibility services, math and writing labs, and tutorial services. Also, services to support students in the military and international students will be provided along with career guidance. Additional programs, which are already functional, include those that will be offered through the First-Year Experience (FYE) and the University Academic Advisement Center (UAAC).

# USM - Coppin State University

## 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 to 24 percent.

**Obj. 1.2** Increase the number of students enrolled in programs delivered off-campus or through distance education to 1,219.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage of non-African-American students enrolled	23%	21%	17%	19%	18%	20%	20%
Number of students enrolled in off-campus or distance education courses	1,191	1,178	1,230	1,253	1,201	1,186	1,210

### 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 by 5 percent, from a baseline of 42.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Undergraduates who intend to get a teacher education degree	156	180	148	136	134	137	139
Number of undergraduate students completing teacher training program and eligible for state licenses	36	20	22	28	13	7	10
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

# USM - Coppin State University

**Obj. 2.2** Increase the number of baccalaureate degrees awarded in STEM programs to 275.

**Obj. 2.3** Maintain the NCLEX (nursing licensure) examination pass rate at 80 percent or above.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of undergraduates enrolled in STEM programs	206	200	248	248	198	212	225
Number of baccalaureate degrees awarded in STEM programs	33	27	40	22	35	28	33
Number of baccalaureate degrees awarded in nursing	69	67	70	66	62	66	72
NCLEX (Nursing licensure) exam passing rate	77%	79%	86%	N/A	85%	89%	90%

**Goal 3. Improve the retention and graduation rates of undergraduate students.**

**Obj. 3.1** Increase the six-year graduation rate for all students by 2 percent annually.

**Obj. 3.2** Increase the six-year graduation rate for all African-American students by 2 percent annually.

**Obj. 3.3** Maintain a second-year retention rate of 63 percent or greater for all undergraduate students.

**Obj. 3.4** Maintain a second-year retention rate of 62 percent or greater for African-American students.

**Obj. 3.5** Increase the six-year graduation rate for all Non-African-American students to 23 percent.

**Obj. 3.6** Increase the six-year graduation rate for all transfer students by 2 percent annually.

**Obj. 3.7** Maintain a second-year retention rate of 69 percent or greater for non-African American undergraduate students.

**Obj. 3.8** Maintain a second-year retention rate of 59 percent or greater for transfer students.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Six-year graduation rate of all students from CSU	25.0%	24.2%	25.5%	29.6%	26.4%	23.5%	26.3%
Six-year graduation rate of all minority students from CSU	24.0%	25.9%	25.9%	30.0%	26.6%	24.4%	26.9%
Six-year graduation rate of African-American students from CSU	20.0%	25.0%	25.0%	29.7%	25.1%	23.2%	25.2%
Second-year retention rate at CSU of all students	63%	70%	70%	65%	57%	61%	66%
Second-year retention rate at CSU of all minority students	66%	71%	70%	65%	57%	61%	66%
Second-year retention rate at CSU of African-American students	68%	70%	69%	65%	56%	65%	66%
Six-year graduation rate for all non-African-American students	N/A	N/A	N/A	29%	30%	25%	27%
Six-year graduation rate for all transfer students	N/A	N/A	N/A	57%	50%	57%	58%
Second-year retention rate for non-African American undergraduate students	N/A	N/A	N/A	61%	63%	42%	60%
Second-year retention rate for transfer students	N/A	N/A	N/A	76%	78%	75%	78%

# USM - Coppin State University

**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 90 percent or greater.

**Obj. 4.2** Increase percent of CSU graduates employed in Maryland to 85 percent.

**Obj. 4.3** Increase the percentage of students enrolled in urban teacher education, natural sciences, nursing and health sciences, behavioral and social sciences, management science, and information technology programs by 2 percent annually.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
<sup>1</sup> Percent of alumni satisfied with education received for graduate or professional school one year after graduation (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Percent of graduates employed in Maryland (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Employment rate of graduates in Maryland (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Percent of alumni satisfied with education received for employment one year after graduation (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and Information Technology academic programs	1,718	1,582	1,553	1,381	1,181	1,078	1,167

**Goal 5. Increase revenue from alternative sources to State appropriations.**

**Obj. 5.1** Increase the percent of alumni giving by 3 percent or greater annually.

**Obj. 5.2** Identify and reallocate at least 1 percent of budgeted controllable operating expenditures to support strategic goals and initiatives.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of alumni giving	9%	9%	9%	9%	9%	12%	15%
Percentage of operational budget savings achieved	3%	3%	3%	3%	3%	4%	5%

**Goal 6. Maximize the efficient and effective use of State resources.**

**Obj. 6.1** Increase annual facilities renewal expenditures by 0.1 percent to 0.4 percent.

**Obj. 6.2** Increase total philanthropic funding on the basis of a moving three-year average to \$2.2 million.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage of replacement cost expended on facility renewal and renovation	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Total philanthropic funding (millions)	\$1.7	\$1.7	\$1.7	\$1.7	\$1.7	\$1.7	\$1.7

**NOTES**

<sup>1</sup> The triennial survey was not conducted in 2020.

**FROSTBURG STATE UNIVERSITY**  
**2022 Institutional Performance Accountability Report**  
**September 2022**

**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**). Frostburg’s initiatives and programs in STEM disciplines, teacher education, business, and multidisciplinary studies serve to reinforce statewide and regional workforce goals.

**STEM Initiatives and Programs**

The number of undergraduates enrolled in STEM programs decreased over the reporting period (from 631 in 2021 to 535 in 2022), while the number of STEM-program graduates remained stable (131 in both 2021 and 2022). The decline in enrollment continues to be in line with the overall enrollment decreases experienced in part because of the pandemic. Frostburg expects these performance measures will increase significantly in the future, as new STEM programs attract an increasing number of students.

While the RN to BSN program continued to experience declining enrollment (from 424 students in 2021 to 384 in 2022) and the number of nursing program graduates remained steady (139 for both 2021 and 2022 - **MFR Objective 1.3**), enrollments in the Master of Science in Nursing program continued to grow significantly over the reporting period (from 77 in 2021 to 93 in 2022, **MSP Strategies 4 and 6**).

Additionally, and pending Maryland Higher Education Commission (MHEC) approval, Frostburg plans to begin offering an LPN to BSN degree, which would serve licensed practical nurses across the tristate area by providing an online option for them to continue their education and fill critical RN workforce vacancies. The proposed LPN to BSN nursing program would build on an LPN’s scope of practice and provide all the content, skills, and clinical experience required for the student to sit for the NCLEX RN licensure exam. The Nursing department is

also working on developing an on-campus Bachelor of Science in Nursing degree and is discussing the possibility of a Doctor of Nursing Practice program.

## **Education**

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**). Over the reporting period, 229 students were enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. Enrollment in this area has steadily declined since 2018, as have the number of candidates who successfully complete teacher training (from 78 in 2021 to 73 in 2022, **MFR Objective 1.2**). Additionally, pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II have also continued to decline (67% in 2022). In response, the university is developing several initiatives in an effort to reverse these trends.

Designed for certified teachers who hold a Master's degree from a fully-accredited institution of higher education, Frostburg's 18-credit hour Post-Master's Certificate in Educational Leadership is fully aligned with the standards set forth by the Maryland State Department of Education for Administrator I endorsement. The purpose of this certificate is to prepare students for entry-level positions in educational leadership by equipping them with the techniques, skills, and concepts appropriate to the field. Throughout the program's coursework, post master's certificate candidates are thoroughly introduced and tested for mastery of standards-based assessments.

Frostburg has also requested approval from MHEC for the addition of a Pupil Personnel Worker (PPW) Post-Master's Certificate (PMC) within the existing Master of Education's (M.Ed.) area of concentration for its School Counseling program. This certificate is designed specifically to provide a pathway to Pupil Personnel Worker (PPW) certification for those candidates who hold a master's degree in pupil personnel or a related field.

As part of an agreement with the Maryland State Department of Education (MSDE), the College of Education is also developing an online high-school Level 1 Physical Education course for Maryland public schools. MSDE recognized a need for an online physical education course that could reach students statewide, especially those with individual circumstances and/or scheduling challenges that make traditional face-to-face courses difficult.

## **College of Business and Multidisciplinary Studies**

In an effort to provide real-world, high-quality training to working adults, Frostburg State University launched its Working Professional Certificates program in fall 2021 in Manufacturing Leadership, Retail Management, Small Business Management and Nonprofit Management. The Working Professional Certificates program is designed to take one year of part-time study, earning 12-18 credits. Coursework will be entirely online, with accessible scheduling for working adults. Since courses are offered for undergraduate credit, students can take the certification or apply the courses toward a bachelor's degree in the future. In September 2022, the College of Business received MHEC approval to begin offering Upper Division Certificates in Crisis Leadership, Diversity Leadership, and Social Entrepreneurship.



Also in the fall 2022, Frostburg began offering a fully online Multidisciplinary Studies major, which utilizes a flexible curriculum that can lead to a degree for liberal studies students who have not found a ‘home’ in another major or for students who need an accessible online route to finishing a bachelor’s degree.

**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 and increase student retention and graduation rates. Over the reporting period, the university experienced declines in the percentage of African-American and minority undergraduates enrolled: 27.0% of the total undergraduate population for African-Americans (**MFR Objective 2.2**) and 38.6% for minorities (**MFR Objective 2.3**).

Frostburg’s second-year retention rate for undergraduates remained stable over the reporting period (73.6% for both 2021 and 2022, **MFR Objective 2.1**). Over the same time period, the second-year retention rates for African-American students increased slightly (from 69.6% in 2021 to 70.3% in 2022, **MFR Objective 2.4**) and decreased slightly for all minorities (from 70.4% to 69.8%, **MFR Objective 2.6**).

While the six-year graduation rate of undergraduates remained stable over the reporting period (from 61.0% for 2021 to 60.7% for 2022, **MFR Objective 2.1**), this performance measure declined for both African-Americans (from 64.3% to 58.9%, **MFR Objective 2.5**) and for all minorities (from 62.4% to 57.9%, **MFR Objective 2.7**).

Frostburg is in the second year of implementing major improvements to academic advising following the completion of the Excellence in Academic Advising Project (NACADA and Gardner Institute). It is expanding the dual advising model. All first- and second-year students, and some special populations (e.g., RN-to-BSN students) now have both a university advisor to provide holistic advising and support as well as a faculty mentor to help students with their professional goals. The university recently launched the EAB Navigate platform to support advising and student success efforts, including early alerts and referrals, appointment tracking, communication campaigns, and case management. As an early measure of success, FSU’s continuing student reenrollment rates for fall 2022 are higher than fall 2021 for every undergraduate student cohort. Reenrollment rates for transfer students are at five-year highs.

Over the spring 2022 semester, FSU’s President met with each academic department chair (along with the Provost, Academic Affairs staff, Deans, and Admissions and Marketing staff) to discuss academic program enrollment trends and to learn more about departmental initiatives. Insights from these meetings were submitted to the University System of Maryland (USM) Board of Regents as part of Frostburg’s Strategic Enrollment Management Plan in April 2022.

### **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 (**MSP Strategies 9 and 11**). While Frostburg experienced a slight decrease in the percentage of African-American faculty (from 5.0% in 2021 to 4.3% in 2022), it conversely experienced an increase in the percentage of female faculty (from 45.6% for 2021 to 48.7% in 2022, **MFR Objective 3.1**).

In July 2022, Dr. Traki L. Taylor, previously Chief Diversity, Equity, and Inclusion officer for the State University System of Florida, joined FSU as the new Provost and Vice President for Academic Affairs. Dr. Taylor's experience and leadership at both the university and higher education system levels will greatly assist Frostburg with identifying opportunities for its academic programs and addressing the challenges facing higher education, both regionally and nationally.

### **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 modern modalities of instruction and applied learning experiences (**MSP Strategy 6**) in order to promote an appropriate environment for high quality teaching, learning, scholarship, and co-curricular programming. The amount of funds spent on facilities decreased over the reporting period, from 2.3% in 2021 to 1.3% in 2022 (**MFR Objective 4.1**). While the university expects to meet its goal in FY 2022 of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**), it cannot confirm these data until the USM Effectiveness and Efficiency reporting is completed in late October 2022 (**MSP Strategy 6**). Several projects with a completion date of December 2022 include interior renovations to the Adams/Wyche Multicultural Center and Frederick Hall as well as design work for Cambridge Hall.

Frostburg has experienced supply chain problems that are impacting the schedule for completion of the Education and Health Sciences Building. The project manager met with the faculty and staff representatives in February 2022 who were involved in the design and construction of the building to provide an update. Current projections are that the building will not be completed until near the end of 2022, with occupancy beginning at the start of the spring 2023 semester. Because most materials were purchased prior to the pandemic, FSU is not experiencing an increase in the cost of the building. However, delays in the delivery of materials are having an impact on the building schedule.

### **Goal 5: Promote economic development in Western Maryland and the region.**

Expanding outreach and engagement into the surrounding region has historically been a key goal for Frostburg. Under the direction of the Vice President for Regional Development and Engagement (RDE), the number of economic development initiatives at FSU (**MFR Objective**

**5.3)** increased from seven in 2021 to 11 in 2022. The Office of RDE continues to work toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development (**MSP Strategies 8, 10, and 11**).

In February of 2022, the City of Frostburg donated the old City Hall on Main Street to the university for a future FSU Regional Science Center (RSC). The donation will make it easier for Frostburg to accept the building and begin the process of renovation, which will allow the university to begin work on installing the Challenger Learning Center as the centerpiece of the RSC.

In April 2022, FSU received a \$750,000 grant from the Maryland Energy Administration to help cover the costs of installing a clean energy microgrid on campus. The microgrid will safeguard critical operations from energy disruptions, integrate an emergency shelter for the surrounding community and meet the university's sustainability goals.

Frostburg passed its first hurdle in July 2022 toward the creation of the Regional Recreation Complex at FSU, including an indoor recreational facility that will be available to the campus, as well as members of the community, including local sports teams. A \$5 million appropriation in the supplemental state of Maryland budget allowed the university to begin the design process and site preparation starting in the summer of 2022.

In partnership with FSU and Allegany County Economic Development, the City of Frostburg signed a binding letter of intent in September 2022 with a developer to construct and operate a mixed-use development on the one-acre block of Center Street. The total project cost (\$1,435,757) to acquire and prepare the site was funded by the Maryland Department of Housing and Community Development, the Allegany County Community Enhancement Program, and the City of Frostburg. The initiative, for which the developer has just begun a due diligence period, is expected to take several years to complete. It will include construction of a two- to four-story mixed-use development, with ground floor space that is retail, office, or a combination thereof, and upper floors that are market rate residential units designed to attract professionals at nearby employers, including Frostburg State University.

## **Goal 6: Promote activities that demonstrate FSU's educational distinction.**

Frostburg's President Ronald Nowaczyk was recognized in October 2021 as a Top 50 Leader in Higher Education by the National Diversity and Leadership Conference. The Top 50 Leaders in Education are innovators, strategists, and pioneers in the dynamic sector of local and global educators are pivotal for the growth and development of individuals and subsequently, the organizations for which their students work.

The *Chronicle of Higher Education's* October 2021 report on "Recruiting and Retaining Students in a Challenging Market" listed the highest graduation rates of African-American students among public master's universities nationwide. Frostburg State University came in 24th and was the only Maryland university to make the top 25 list.

A National Collegiate Athletic Association (NCAA) external reviewer visited campus in February 2022 to meet with athletics staff and campus staff and faculty to review Frostburg's progress toward D2 membership. If FSU's reports to the NCAA membership committee meet expectations, the university will be full D2 members in the NCAA with its student-athletes eligible to compete for NCAA championships.

In July 2022, Frostburg was ranked as one of the top Best Value Colleges and Universities in Maryland by SmartAsset, a New York-based financial company. As the highest-ranking university in Maryland with fewer than 10,000 students, FSU ranked among the top five institutions, along with the University of Maryland, College Park; Johns Hopkins University; University of Maryland Baltimore County; and Towson University.

### **Campus Response to Questions Raised by the Commission**

*What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

Frostburg's greatest challenge in meeting the goals of the *2017-2021 State Plan for Postsecondary Education* has been declining undergraduate enrollment. Over the last five years, the number of undergraduates enrolled at FSU has decreased by 22.2% (from 4,725 in fall 2017 to 3,677 in fall 2021). This decline has been in line with decreased undergraduate enrollments experienced by all USM institutions, in part because of the pandemic. Frostburg expects its enrollment-related performance measures will increase significantly in the future as several programs and initiatives will attract more undergraduate students.

*Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

Frostburg State University's strategic plan has goals, action priorities, and action items that support improved academic advising and professional development for students. The strategic plan also supports inclusivity, cultural competence, and respect for diversity of ideas and backgrounds, which are critical to advising FSU's diverse student population.

As part of this plan, FSU established an Excellence in Academic Advising Committee who reported that, beyond the student's first year, advising was decentralized, with each department and college having its own procedures and practices. This advising structure led to a lack of consistency in advising across the institution, a key conclusion from the 2018 advising town halls reinforced by the self-study findings. Overall, FSU lacked five critical components that would promote consistency and quality improvement:

1. an institutional advising framework, including a shared definition for advising, an institutional mission statement for advising, advising goals to inform practice and improvement efforts, and advising learning outcomes.

2. an assessment plan for advising to drive quality improvement.
3. recognized institutional leadership for advising to management and coordinate assessment, training, communication, and quality improvement.
4. regular training and professional development for all advisors.
5. a communication plan to share advising information with students, advisors, and other stakeholders.

The committee also determined that the greatest opportunities for improvement expand existing practices to benefit all students and advisors were as follows:

1. Frostburg needed to implement a shared model for academic advising that extends the advising approach used in ORIE 101. This model will feature shared responsibility between students and advisors for academic, personal, and professional development and be built on a partnership between faculty and staff for integrated advising services. This model needs to support students throughout their full lifecycle at FSU, not just during the first year.
2. The university also needed to integrate the data and processes contained in existing technology for advising to provide comprehensive support for advising and retention efforts. Frostburg should also promote widespread use of effective alternative advising delivery practices (e.g., advising and professional development courses, virtual advising, and group advising) that occur in some units, but not others. Advising is a teaching and learning activity that supports the rest of a student's education. It is more than those few transactions that occur in order to register for classes.

# USM - Frostburg State University

## MISSION

Frostburg State University (FSU) 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 169 in 2019 to 190 in 2024.
- Obj. 1.2** Increase the number of teacher education graduates above the 2019 level of 105 by 2024.
- Obj. 1.3** Increase the number of baccalaureate-level nursing graduates from 160 in 2019 to above 180 by 2024.
- Obj. 1.4** Through 2024, maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2019 level of 10,157.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of undergraduates enrolled in STEM programs	804	759	716	631	535	643	664
Number of graduates of STEM programs (annually)	169	169	151	131	131	161	179
Number of undergraduates and Master of Arts (MAT) post-bachelors enrolled in teacher education	274	265	245	238	229	297	362
Number of undergraduates and MAT post-bachelors completing teacher training	96	105	83	78	73	90	107
Pass rates for undergraduates and MAT post-bachelors on Praxis II exam	98%	98%	98%	87%	67%	87%	98%
Number of undergraduates enrolled in Nursing (RN to BSN) program	468	483	438	424	384	403	455
Number of graduates of the Nursing (RN to BSN) program	147	160	142	139	139	159	180
Number of Nursing (RN to BSN) program graduates employed in Maryland	127	136	128	128	125	143	162
Number of annual off-campus course enrollments	8,562	10,157	11,799	22,335	14,291	13,100	12,000

# USM - Frostburg State University

**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 76.7 percent in 2019 to 78.0 percent in 2024 and the six-year graduation rate from 58.1 percent in 2019 to 60.0 percent in 2024.
- Obj. 2.2** By 2024, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2019 level of 31.2 percent.
- Obj. 2.3** By 2024, sustain the percentage of minority undergraduates at a level equal to or greater than the 2019 level of 42.5 percent.
- Obj. 2.4** Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2019 level of 80 percent.
- Obj. 2.5** Attain and preserve a six-year graduation rate of African-American students at 55.6 percent through 2024.
- Obj. 2.6** Increase the second-year retention rate of minority students from 73.9 percent in 2019 to 75.0 percent in 2024.
- Obj. 2.7** Realize and maintain a six-year graduation rate for minority students of 58 percent through 2024.
- Obj. 2.8** Maintain the approximate percentage of economically disadvantaged students at 61 percent through 2024.

<b>Performance Measures</b>	<b>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Est.</b>	<b>2024 Est.</b>
Second-year retention rate at FSU all students	73.7%	76.7%	73.3%	73.6%	73.6%	78.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	57.3%	58.1%	59.2%	61.0%	60.7%	60.7%	60.7%
Percent African-American (Fall undergraduate in fiscal year)	31.4%	31.2%	29.6%	28.8%	27.0%	29.1%	31.2%
Percent minority (Fall undergraduate in fiscal year)	43.7%	42.5%	40.7%	40.2%	38.6%	40.4%	42.5%
Second year retention rate at FSU for African-American students	71.3%	76.4%	71.2%	69.6%	70.3%	80.0%	80.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	59.2%	55.6%	58.8%	64.3%	58.9%	58.9%	58.9%
Second-year retention rate at FSU for minority students	69.4%	73.9%	71.3%	70.4%	69.8%	75.0%	75.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	56.2%	55.7%	57.6%	62.4%	57.9%	58.0%	58.0%
Percent of economically disadvantaged students	61.9%	61.2%	61.4%	60.0%	61.8%	61.0%	61.0%

# USM - Frostburg State University

## 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 42 percent in 2019 to 44 percent in 2024; African-Americans from 4.6 percent in 2019 to 5.0 percent in 2024.
- 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 11 in 2019 to 12 by 2024.
- Obj. 3.3** By the 2024 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2017 level of 91 percent.
- Obj. 3.4** By the 2024 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2017 level of 100 percent.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Faculty diversity: Women (full-time faculty)	43.8%	42.4%	43.7%	45.6%	48.7%	48.7%	48.7%
African-American (full-time faculty)	4.0%	4.6%	4.2%	5.0%	4.3%	5.0%	5.0%
Achievement of professional accreditation by program	10	11	11	11	11	12	12
Satisfaction with education for work (triennial survey)	N/A	N/A	88%	N/A	N/A	91%	N/A
Satisfaction with education for graduate or professional school (triennial survey)	N/A	N/A	93%	N/A	N/A	100%	N/A

## 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 2024 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of the operating budget for reallocation to priorities.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
<sup>1</sup> Percent of replacement cost expended on facility renewal	2.3%	2.6%	1.8%	2.3%	1.3%	0.4%	0.3%
Rate of operating budget reallocation	3%	4%	4%	2% TBD	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 96 percent in survey year 2017 to 97 percent in survey year 2024.
- Obj. 5.2** Prepare graduates to obtain higher initial median salaries from \$41,241 in 2017 to \$42,500 in 2024.
- Obj. 5.3** Sustain or increase the number of economic development initiatives established in 2019 (7) through 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Headcount enrollment (Fall total in fiscal year)	5,396	5,294	5,178	4,858	4,449	4,610	4,770
Number of graduates with a bachelor's degree	1,026	1,077	967	1,023	928	935	940
Number of graduates working in Maryland (triennial survey)	N/A	N/A	674	N/A	N/A	642	N/A
Percent of graduates employed one year out (triennial survey)	N/A	N/A	87%	N/A	N/A	97%	N/A
Median salary of graduates (triennial survey)	N/A	N/A	\$40,750	N/A	N/A	\$42,500	N/A
Number of initiatives	8	7	7	7	11	11	11



# USM - Frostburg State University

**Goal 6. Promote activities that demonstrate the University’s educational distinction.**

**Obj. 6.1** Through 2024, continue participation in the system campaign goal.

**Obj. 6.2** Increase students' involvement in community outreach from 4,506 in 2019 to 4,600 in 2024.

**Obj. 6.3** Increase the number of faculty awards from 19 in 2019 to 20 in 2024.

**Obj. 6.4** Sustain the Regents’ goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2024.

**Obj. 6.5** Through fiscal year 2024, sustain the number of days spent in public service per FTE Faculty to at least 10.2 as recorded in fiscal year 2019.

<b>Performance Measures</b>	<b>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Est.</b>	<b>2024 Est.</b>
Funds raised in annual giving (\$ millions)	\$3.2	\$3.6	\$1.8	\$3.0	\$3.8	\$3.5	\$3.6
Number of students involved in community outreach	3,801	4,506	1,923	2,248	2,282	2,800	3,000
Number of faculty awards	19	19	16	17	14	19	20
Course units taught by FTE core faculty	7.3	7.1	7.4	7.3	7.4	7.5	8
Days of public service per FTE faculty	8.1	10.2	9.4	8.9	6.0	9.5	10.2

**NOTES**

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<sup>1</sup> Beginning with 2020 data, a new replacement values calculation was implemented.

# 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 2021-22, Salisbury University (SU) achieved many significant accomplishments despite the ongoing challenges posed by the COVID-19 pandemic. The first goal of the *2022 Maryland State Plan for Higher Education* focuses on student access and ensuring equitable access to affordable and high-quality postsecondary education for all Maryland residents. During the 2021-22 academic year, SU received many accolades from external publications demonstrating the University's academic quality and affordability.

SU's positive student outcomes earned it a spot again among the nation's "Best Colleges" published by *U.S. News & World Report*. In the northern region, SU ranked 62nd in the top tier among 175 publics and privates, 33rd among the north's "Best Value Schools" and 14th among the region's "Top Public Schools." Additionally, SU also once again made the publication's list of "Best Colleges for Veterans" and was ranked one of the "Top Performers on Social Mobility." For the fifth year, U.S. News & World Report rated SU's online M.B.A. Program one of the top in the U.S. (No. 153 out of 328). SU's online M.S. in Nursing Program also was ranked among the country's best (No. 119 out of 179).

SU was also recognized by The Princeton Review in its 2021 edition of *The Best 387 Colleges*. The University is among the nation's top 15 percent of four-year colleges. In addition, The Princeton Review again named SU one of its "Best Northeastern Colleges" and among the nation's "Green Colleges." The sustainable accolade is an honor SU has earned each year since The Princeton Review first offered it in 2010.

In addition to offering high-quality education for students, SU was also recognized by several publications for its affordability. *Money* magazine again named SU among "The Best Colleges in America." SU was ranked 209th out of 623 campuses spotlighted. For its rankings, *Money* examines educational quality, affordability and alumni success. Also, for the ninth consecutive year, *Washington Monthly* ranked SU among "America's Best Bang for the Buck Colleges."

While the SU is proud of its progress towards the access and affordability goals of the State, the University is especially honored that it has been recognized for its exceptional student outcomes. Goal 2 of the *2022 Maryland State Plan for Higher Education* focuses on student success and SU students and graduates continue to be recognized for their positive outcomes. When it comes to return on investment for graduates, SU was among the top 15% of colleges and universities in the U.S., according to a new database released by Georgetown University's Center on Education

and the Workforce. According to the database, the average SU graduate will have earned \$1.128 million more during their lifetimes than someone without a college degree. Most SU alumni earn \$127,000 more than those without college degrees within just 10 years of graduation, \$338,000 more after 15 years, \$528,000 more after 20 years and \$858,000 more after 30 years.

Additionally, for the 2021-22 academic year, 15 out of the 19 SU applicants for the prestigious U.S. Fulbright Student received awards, a 79% success rate. More than 90 SU students have won national and international fellowships, scholarships and awards in the past decade. During 2021-22, *The Chronicle of Higher Education* again spotlighted SU as one of the nation’s top producers of Fulbright Students for the fourth consecutive year. In addition, SU has been named among the nation’s top producers of Fulbright Students by the U.S. Department of State’s Bureau of Educational and Cultural Affairs for the fifth year in a row.

Finally, 2021-22 was a year of imagination and creativity for SU. Goal 3 of the 2022 *Maryland State Plan for Higher Education* emphasizes innovation in higher education. In fall 2021, SU launched its new brand initiative “Make Tomorrow Yours.” The new brand was the result of a year-long effort with input from numerous constituencies both on and off campus. “‘Make Tomorrow Yours’ is a charge to our students and a promise from the SU community that we will set success in motion by providing students with the resources necessary to achieve their goals and propel them into their future careers faster and better prepared than ever.

In reviewing the significant accomplishments of the University this year, it was important to align them with SU’s 2020-2025 *Strategic Plan*. Additionally, the plan is closely aligned with the 2022 *Maryland State Plan for Higher Education*.

<i>2022 Maryland State Plan for Higher Education</i>	<i>SU Strategic Plan: 2020-2025</i>	<i>PAR/MFR</i>
<b>Goal 1:</b> Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration	Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
	Goal 3: Educate students for success in academics, Support Access, Affordability and Academic Excellence	Goal 3: The University will foster inclusiveness as well as cultural and intellectual pluralism.
	Goal 4: Deepen Engagement with Our Community	
<b>Goal 2:</b> Success: Promote and implement practices and policies that will ensure student success.	Goal 1: Enrich Academic Success and Student Development	Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.
	Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration	Goal 4: Improve retention and graduation rates while advancing a student-centered environment.

	Goal 3: Support Access, Affordability and Academic Excellence	
<b>Goal 3: Innovation:</b> Foster innovation in all aspects of Maryland higher education to improve access and student success.	Goal 1: Enrich Academic Success and Student Development	Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
	Goal 3: Support Access, Affordability and Academic Excellence	Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.
	Goal 4: Deepen Engagement with Our Community	Goal 4: Improve retention and graduation rates while advancing a student-centered environment.
	Goal 5: Enhance Environmental, Social and Economic Sustainability	

**Goal 1: Access**

*PAR/MFR Goals and Objectives:*

*Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success. (Objectives 1.1-1.4)*

*Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objective 2.2)*

*Goal 3: The University will foster inclusiveness as well as cultural and intellectual pluralism. (Objectives 3.1-3.3)*

SU is committed to cultivating and sustaining a superior learning community where students, faculty and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of university life. Supporting access, affordability and academic excellence is a major goal in the University’s Strategic Plan and supported by the following MFR objectives:

- 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),
- employment status of recent graduates (Objective 2.2)

Diversity

*MFR Objectives: 3.1- 3.3*

In fall 2021, the University enrolled 1,217 first-time degree-seeking students enrolled, 26% were from ethnically diverse backgrounds. Approximately, 88% of SU’s enrollment, 6,695 students, was at the undergraduate level. Like many other institutions, SU’s undergraduate enrollment

declined over the past two years as a result of COVID. Undergraduate enrollment declined 6% in fall 2021 and graduate enrollment declined 10%. Overall, graduate enrollment for fall 2021 was 875. SU hopes to mitigate some of the effect of these enrollment declines by enrolling a larger incoming first-time student class for fall 2022. However, like most USM schools, it will take several years to recover to our pre-COVID enrollment levels.

The University has increasingly emphasized its desire to maintain a diverse campus which is readily affirmed in the University's trends and benchmarks. Despite a decrease of 15% in undergraduate enrollment since fall 2016, undergraduate minority student enrollment has only decreased by 12% (from 1,977 in fall 2016 to 1,746 in fall 2021). African American students made up 13.2% of SU's undergraduate students (Objective 3.1). Additionally, 27.0% of SU's fall 2021 undergraduate enrollment was composed of minority students (Objective 3.2); the highest percentage of minority students in SU's history.

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 first-year class, admission, retention and graduation rates, etc.). During fall 2021, enrollment of economically-disadvantaged students decreased from 51.6% to 50.9% (Objective 3.3). This decline is also likely due to more students and their families choosing to delay college attendance or choose a more affordable option because of the effects of the pandemic.

### 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 95%, SU remains well above the average Maryland NCLEX pass rate (82%) for BSN programs (Objective 1.1). In fact, SU has the highest NCLEX pass rate in the State of all BSN programs. The Nursing Department continues its concentrated efforts (e.g., tutoring, NCLEX review course, etc.) to increase its pass rates and maintain an academically rigorous curriculum.

The Professional Education Unit of the Seidel School of Education requires all graduating students seeking a degree in a Professional Education area to take the relevant licensure exams as required by MSDE for licensure in their certification area as a graduation requirement). For the 2022 MFR, 72% of students graduating in 2020-21 who took the PRAXIS II passed the exam (Objective 1.2).

### Alumni Satisfaction and Employment

#### *MFR Objectives: 1.3 & 1.4; 2.2*

Two measures of success used by SU are alumni satisfaction and employment status. Data are collected annually using an alumni survey to address Objectives 1.3, 1.4, and 2.2. The most recent survey results are based on students that graduated in August/December 2019 and January/May 2020 and had an 11% response rate. Results revealed that 100% and 92% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively. Of those graduates seeking employment, 98% were

employed within one year of graduation, an increase of four percentage points since last year (Objective 2.2). SU provides a quality education, making SU graduates readily employable and prepared to be successful in their future careers and life.

## **Goal 2: Success**

*PAR/MFR Goals/Objectives:*

*Goal 4: Improve Retention and graduation rates while advancing a student-centered environment. (Objectives 4.1-4.6)*

### Retention and Graduation

This year, the second-year retention rate for the 2020 entering cohort of first-year students increased one percentage point to 80.3% (Objective 4.1). The 2020 cohort included students that started at SU in fall 2020 and returned to SU or transferred to another Maryland school for the fall 2021 semester. SU's second-year retention rate is the 2<sup>nd</sup> highest among the USM Master's colleges and universities.

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 second-year retention rate decreased slightly to 75.4% for African American students compared to 76.4% the prior year. However, the second-year retention rate of minority students increased significantly to 79.1%, from 75.2% last year.

Currently, SU's overall six-year graduation rate is 74.9% (Objective 4.4) which is the 2<sup>nd</sup> highest among the USM Master's colleges and universities and is 3.9 percentage points above the USM average. The six-year graduation rate for African American students increased 4.0 percentage points this year to a rate of 71.5% (Objective 4.5). SU has the 2<sup>nd</sup> highest African American student six-year graduation rate among the USM Master's colleges and universities. In fact, SU's rate is 16.4 percentage points higher than the USM average for this demographic group. The six-year graduation rate for minority students at SU increased 7.6 percentage points this year to 72.6% (Objective 4.6). This is 7.7 percentage points higher than the USM average for this demographic group. SU is proud of the fact that it has been able to maintain or increase retention and graduation rates despite the challenges students have faced over the past two years. SU's high graduation rates, in combination with a 98% employment rate for alumni one-year after graduation, provides clear evidence of the positive outcomes SU graduates achieve.

## **Goal 3: Innovation**

*PAR/MFR Goals/Objectives:*

*Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objectives 2.3-2.5 )*

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 tracks the percentage of graduates employed and professionally licensed after graduation. Unfortunately, COVID's impact on enrollment was felt for the second consecutive year. With an institutional enrollment decline of approximately 6.8%, many of our most in-demand fields experienced even greater enrollment declines.

## Nursing

### *MFR Objective: 2.5*

Given the overall decrease in SU's headcount during the pandemic, it is not surprising that the number of undergraduate nursing majors enrolled for fall 2021 was also down. However, the number of graduate nursing majors was up slightly. A total of 502 undergraduate students pursued a nursing degree in fall 2021. An additional 35 students were pursuing a graduate nursing degree during the same time period. The number of nursing baccalaureate and graduate degree recipients decreased to 89 (Objective 2.5).

## Teacher Education

### *MFR Objective: 2.3*

Following COVID, there has been a nationwide shortage of teachers. Like many other institutions, SU also saw decreases in the number of students pursuing a teaching degree. The overall number of teacher education enrollments in fall 2021 decreased by 124 students to a total of 1,046 this year. The number of teacher education graduates from SU (Objective 2.3) also decreased this year to 291.

## STEM

### *MFR Objective: 2.4*

As with overall enrollment at SU, STEM enrollments decreased this year to 1,083. STEM graduates also decreased during 2020-21 with 294 graduates (Objective 2.4). 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 also supports students in several STEM majors. We anticipate a leveling off in STEM enrollment for fall 2022.

## **RESPONSE TO THE COMMISSION'S PROMPTS**

### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

The biggest challenge facing SU as it attempts to meet the Access, Success, and Innovation goals in the State Plan is the increased need for academic and mental health support for students post-COVID. As we returned to a traditional face-to-face campus in fall 2021, we noticed the changing needs of our students. As many institutions nationwide have also experienced, incoming students are less prepared for the academic challenges of college following more than a year of online learning during COVID. In addition, the pandemic challenged the University to rethink its traditional face-to-face model of student support services for the Center for Student Achievement, Academic Advising Center, University Writing Center, Counseling Center, and many other offices. Not only were these services modified to offer both online and face-to-face support to students, we have also seen a significant increase in the use of these support services due to increased academic and mental health needs of our students.

Managing the increasing cost of these vital services is also challenging. While academic and support services are instrumental for the retention and success of our students, enrollment decreases make it challenging to fund them. SU's declining enrollment also means declining

revenue. As we move forward as a campus community, we remain dedicated to providing the academic and mental health support students need to be successful.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

In spring 2020, SU conducted a campus climate study to understand the current climate that exists at SU. This climate study was a campus-wide assessment to gather data related to the institutional climate, inclusion, and work-life issues as they relate to the learning, living and working environments for students, faculty, and staff. The objective of the study was to identify and address institutional climate strengths and challenges that exist at SU. In addition, the study allowed the University to examine which community members feel most/least comfortable on campus, and ways in which the University can improve the comfort of others. Approximately 21 percent of SU students, faculty, and staff responded to the survey. Among the findings:

- 90 % of faculty responding felt valued by students.
- 85% of all respondents said they felt safe in SU's classrooms.
- 79% of staff responding said they were provided with the resources to maintain a good work-life balance.
- 74% of students responding identified with faculty role models.
- 71% of staff and 70% of faculty responding said they believed SU is a good place to work.

Data was disaggregated to look at results separately for faculty, staff, and students as well as based on race/ethnicity and gender. Based on the results, a Campus Climate Implementation Committee was created to provide recommendations to address the study's findings. One recommendation that has been addressed was to create a requirement for all new students and employees to complete diversity and inclusion training. In SU's new General Education curriculum, being implemented in fall 2024, all students will complete at least three credits related to SU's Signature Diversity and Inclusion student learning outcomes. In addition, the University has developed and hosted an Anti-Racism Summit, opened a Center for Equity, Justice and Inclusion, and reinstated its Office of Diversity and Inclusion.

Moreover, SU regularly utilizes disaggregated data to examine student outcomes and the impact of initiatives created to improve student success. For more than a decade, SU's TRIO Student Support Services Program has helped low-income, first-generation students thrive as undergraduates. Multicultural Student Services continues to operate the Powerful Connections pre-orientation and transition program for multicultural students to assist with recruitment, retention, and creating a sense of belonging for students participating in the program. The program matches upper class students with first-time freshmen from diverse backgrounds to assist in the transition to college. Efficacy has been based on first-year retention data along with annual surveys of the program. The program has recently expanded to include collaborations with TRIO and the Disability Resource Center.



# USM - Salisbury University

## 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** Maintain the percentage of nursing graduates who pass the nursing licensure exam on their first attempt within 5 percentage points of the fiscal year (FY) 2019 rate of 99 percent into FY 2024.
- Obj. 1.2** Maintain the percentage of teacher education graduates who pass the teacher licensure exam at or above 97 percent into FY 2024.
- Obj. 1.3** Maintain the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school at 99 percent into FY 2024.
- Obj. 1.4** Increase the percentage of SU graduates who are satisfied with their level of preparation for employment from 94% in FY 2017 to 95 percent in FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	91%	99%	92%	95%	95%	95%	96%
Teaching (Praxis II) pass rate	100%	100%	97%	79%	72%	90%	97%
Satisfaction with preparation for graduate school	N/A	N/A	100%	95%	100%	100%	99%
Satisfaction with preparation for employment	N/A	N/A	97%	94%	92%	93%	95%

### 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 65.5 percent in FY 2017 to 66 percent in FY 2024.

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# USM - Salisbury University

**Obj. 2.2** Maintain the percentage of graduates employed one-year after graduation at the FY 2017 rate of 94 percent into FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage of bachelor's degree graduates employed one year after graduation	N/A	N/A	97.0%	94.0%	97.7%	98.0%	98.0%

**Obj. 2.3** Increase the number of teacher education graduates from 254 in FY 2019 to 260 in FY 2024.

**Obj. 2.4** Maintain at least 285 graduates in science, technology, engineering and math (STEM) related fields in FY 2024.

**Obj. 2.5** Maintain the number of nursing degree recipients at the FY 2019 of 96 into FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of teacher education enrollments	1,131	1,190	1,196	1,170	1,046	1,009	1,050
Number of teacher education graduates	324	287	242	298	291	273	275
Number of STEM enrollments	1,508	1,453	1,397	1,294	1,083	1,098	1,131
Number of STEM graduates	316	326	321	313	294	265	253
Number of undergraduate nursing majors	563	542	561	513	502	490	515
Number of baccalaureate degree recipients in nursing	97	87	89	98	83	90	90
Number of graduate nursing majors	42	39	38	34	35	37	37
Number of graduate degree recipients in nursing	2	9	7	9	6	14	15
Total number of nursing degree recipients	99	96	96	107	89	104	105

**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 14.4 percent in FY 2019 to 15.4 percent in FY 2024.

**Obj. 3.2** Increase the percentage of minority undergraduates from 26.3 percent in FY 2019 to 26.8 percent in FY 2024.

**Obj. 3.3** Maintain the percentage of economically disadvantaged students attending SU at the FY 2019 rate of 52.1 percent into FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage of African-American undergraduates	14.5%	14.4%	14.7%	14.2%	13.2%	14.2%	15.4%
Percentage of minority undergraduates	26.2%	26.3%	26.8%	26.6%	27.0%	27.0%	27.0%
Percentage of economically disadvantaged students	54.4%	52.1%	52.7%	51.6%	50.9%	51.5%	52.1%

**Goal 4. Improve retention and graduation rates while advancing a student-centered environment.**

**Obj. 4.1** Maintain second-year retention rates of SU first-time, full-time freshmen of 80 percent in FY 2024.

**Obj. 4.2** Maintain second-year retention rates of SU first-time, full-time African-American freshmen 78 percent in FY 2024.

# USM - Salisbury University

**Obj. 4.3** Maintain second-year retention rates of SU first-time, full-time minority freshmen 78 percent in FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	84.9%	84.2%	80.5%	79.3%	80.3%	80.3%	80.0%
African-American students	83.8%	84.4%	86.5%	76.4%	75.4%	76.4%	78.0%
Minority students	83.0%	83.7%	78.1%	75.2%	79.1%	79.1%	78.0%

**Obj. 4.4** The six-year graduation rates of SU first-time, full-time freshmen will increase from 72.0 percent in FY 2019 to 73.5 percent in FY 2024.

**Obj. 4.5** The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 66.4 percent in FY 2019 to 67.9 percent in FY 2024.

**Obj. 4.6** The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 65.6 percent in FY 2019 to 67.1 percent in FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	76.6%	72.0%	75.4%	73.0%	74.9%	74.5%	73.5%
African-American students	74.7%	66.4%	69.1%	67.5%	71.5%	71.1%	67.9%
Minority students	73.5%	65.6%	71.5%	65.0%	72.6%	72.4%	67.1%

# Towson University

## 2022 Institutional Performance Accountability Report

### Mission

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

### Institutional Assessment

The TU 2020-2030 Strategic Plan: Leadership for the Public Good builds upon the institution's momentum to further its impact as an anchor institution and advances its position as a national leader in higher education for the public good. The plan focuses on six major goals including (1) Educate, (2) Innovate, (3) Engage, (4) Include, (5) Support, and (6) Sustain. These goals facilitate 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 2010-2020 strategic plan of the University System of Maryland.

After a listening tour, focus groups and extensive fact-finding, President Kim Schatzel outlined eight Presidential Priorities for building an even stronger foundation for Towson University. The priorities include (1) TU Matters to Maryland, (2) BTU (Baltimore-Towson University): 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 Initiative.

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 2020-2030, 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 1, 3 & 5 of TU 2020-2030; TU Presidential Priorities 1, 2, 3, & 8)**

TU contributes by:

- 1) generating substantial numbers of high-quality bachelor's degrees, to help reach the goal of 55% of Marylanders having a higher education degree by 2025,
- 2) preparing the most graduates with teaching credentials of any Maryland institution,
- 3) increasing STEM enrollments and degrees to address Maryland's STEM workforce needs,
- 4) producing highly prepared nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents.

### **Overall Student Enrollment, & Degrees Awarded.**

TU's fall 2022 headcount enrollment was 19,793, a decrease of 1,063 or 5.1% from the fall 2021 headcount of 20,856. TU's undergraduate headcount decreased by 5.8% or 1,046 students, and TU's graduate headcount was essentially unchanged at 2,932 students in fall 2022, compared with 2,949 students in fall 2021.

Although TU enrolled more incoming first-time students in fall 2022, TU enrolled fewer returning students and fewer incoming transfer students. TU's incoming cohort of first-time students increased to 2,671, up by 3% from the fall 2021 cohort of 2,592. Yet, the number of incoming transfer students decreased by 13%, from 2,015 transfer students in fall 2021 to 1,748 transfer students in fall 2022. TU's transfer students primarily originate at Maryland's Community Colleges, which have experienced significant enrollment challenges in recent years, and TU's decrease in incoming transfer students reflects these ongoing challenges. TU enrolled 12,436 continuing undergraduate students in fall 2022, about 6% lower than in fall 2021. The decrease in returning undergraduate students reflects the graduation of relatively large incoming cohorts (e.g., the incoming class of fall 2018), which were followed by relatively smaller incoming cohorts during the COVID-impacted cohorts of fall 2020 and fall 2021.

TU's fall graduate headcount held steady at 2,932 students in fall 2022, just 17 students fewer than the 2,949 graduate students that TU enrolled in fall 2021. For the second year, headcounts decreased at the master's level (down by 2% from fall 2021), while increasing at the doctoral level (up by 4% from fall 2021).

TU conferred 5,485 degrees during the 2021-2022 academic year. Although the number of degrees conferred in 2021-2022 was approximately 2% lower than TU's five-year average of 5,572, TU remains on track to exceed the institution's target for contributing to the state's 2025 completion goal. Since 2009-2010, TU has conferred a total 56,651 bachelor's degrees, which is 6% higher than the interim benchmark of 53,215 degrees.

TU conferred 4,528 bachelor's degrees in 2021-2022, approximately 2% lower than the preceding five-year average of 4,637 annual degrees. The number of graduate degrees conferred in 2021-2022 (957) was up by 22 or 2% from the prior five-year average of 935 annual graduate degrees. Although master's degree production (900 degrees conferred in 2021-2022) was essentially flat when compared to the preceding five-year average, doctoral degree production increased sharply. TU conferred 57 doctoral degrees during 2021-2022, which almost doubles the preceding five-year average of 29 annual doctoral degrees. This increase demonstrates TU's progress toward the institutional aspiration of attaining the Carnegie classification of R2: Doctoral Universities – High research activity.

TU created a division of Enrollment Management, led by TU's inaugural Vice President for Enrollment Management. The newly created division is charged with implementing the university's strategic enrollment plan, which was completed in early 2022. The VP for Enrollment Management oversees and coordinates the work of University Admissions, the Tutoring and Learning Center, Financial Aid, Office of the Registrar, and Academic Advising. The division's work is integrated with TU's Academic Affairs Division and Administration and

Finance Division, in order to better coordinate student enrollment, student success, and university budgeting functions.

### **Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.**

TU continues to develop a robust pipeline of well-prepared educators to meet Maryland's needs for teachers, and TU persists as Maryland's largest producer of teacher candidates.

Enrollment in undergraduate teacher preparation/training programs at TU decreased by about 5%, from 1,163 enrolled students in fall 2021 to 1,105 enrolled students in fall 2022. TU maintains relatively strong student enrollment numbers largely due to the intentional recruitment efforts of each department within TU's College of Education. In addition, TU has established strong support systems to retain candidates who have entered our teacher preparation programs.

The number of teacher-preparation completers remained unchanged, with 520 completers in both 2020-2021 and in 2021-2022. The PRAXIS II passing rate dipped to 87%, down from its five-year average of 97%. TU's College of Education believes that this is a temporary dip, related to COVID related disruptions such as a pause in PRAXIS II administrations and the subsequent shift to at-home testing. Notably, TU continues to graduate substantial numbers of special education teaching candidates, who help to fill the state's tremendous need for special educators. According to the 2020-2021 MAPCS data, Towson University prepared approximately 30% of all education program completers in the state, with 86% of TU completers being employed in the education sector in Maryland as of Fall 2021.

### **Enrollment & Degrees Awarded in STEM.**

TU continues to help the state address STEM workforce needs, with a variety of science and mathematics programs that combine the latest theory with real-world experience.

TU enrolled 3,674 undergraduate STEM majors in fall 2022. This enrollment level represents a decrease of about 2% from fall 2021 (3,759), which is considerably smaller than TU's 6% dip in overall undergraduate headcounts.

Undergraduate STEM degree production remained steady, with 789 STEM bachelor's degrees conferred in 2021-2022, within 2% of 2020-2021's all-time high of 802 STEM bachelor's degrees. Compared with five years earlier, TU conferred 25% more bachelor's degrees in 2021-2022, up from the 633 degrees conferred in 2016-2017. The largest five-year undergraduate degree growth occurred in Computer Science (increased by 82%), followed by Information Technology (increased by 53%).

Graduate STEM enrollments decreased by about 4% from 564 in fall 2021 to 540 in fall 2022. The majority of the losses are attributable to decreased enrollment in TU's Computer Science master's program. STEM graduate degrees and certificates awarded in 2021-2022 totaled 215, down by 20% from the 269 degrees and certificates conferred in 2020-2021.

TU's new Science Complex opened in fall 2021, replacing the aging Smith Hall. The new Science Complex has greatly expanded and improved the physical spaces for student learning within TU's Fisher College of Science and Mathematics. The 320,000 square-foot complete is

centered around a multi-story atrium that offers ample seating and workspace for students to collaborate and study, as well as theater-style seating for presentations and events. The atrium connects to a Student Success Center that supports all TU students with resources and tools to succeed. The complex supports modern scientific research and instruction with:

- 50 teaching laboratories
- 30 research laboratories
- 50 classrooms
- 10 collaborative student spaces
- 8 lecture halls
- 1 outdoor classroom leading into the Glen Arboretum

TU has also secured numerous grants that support student enrollment, inclusiveness, and success in STEM disciplines. Grantors include the National Science Foundation, Howard Hughes Medical Institute, National Institutes of Health, and the National Security Agency.

### **Enrollment & Degrees Awarded in Nursing.**

TU's nursing programs continue to strive to meet the state's need for nursing professionals. Yet, undergraduate enrollments and degree production both fell in the current year, likely due to continuing impacts of the COVID-19 pandemic. TU's graduate program transitioned to an entry-level nursing preparation program.

TU's undergraduate nursing enrollments declined to 644 in fall 2022, down by 119 (16%) from the fall 2021 level of 763 undergraduate nursing students. Applications to TU's undergraduate nursing program were down considerably, from 500 qualified applicants in fall 2021 to 285 qualified applicants in fall 2022. TU's Department of Nursing anticipates that recruitment efforts will yield a larger applicant pool for fall 2023.

TU conferred 284 bachelor's degrees in nursing during 2021-2022, down by about 12% from the record-high 326 bachelor's degrees conferred during 2020-2021. TU nursing graduates achieved an 85% passing rate NCLEX-RN during the 2020-2021 administration period, down slightly from the five-year average passing rate of 88%.

TU's Department of Nursing transitioned its primary graduate-level offering to an entry level master's in nursing program (ELMS), designed to train students who hold a bachelor's degree in a non-nursing discipline. The program launched in fall 2022 with a cohort of 19 students. TU graduated the five remaining students from the former nursing master's degree in 2021-2022.

### **Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities 1, 3, and 5 of TU 2020-2030; TU Presidential Priorities 1, 2, & 3)**

TU's commitment to economic development is exemplified by TU's commitment to accessible and equitable education. During 2021-2022, TU conferred 4,528 bachelor's degrees, and 44% of these degrees were earned by people from minoritized racial or ethnic groups. In particular, one of every four bachelor's degrees were conferred to Black or African American students.

TU's increasing geographic pull also exemplifies the university's commitment to economic development. Although Maryland's Central Region (Anne Arundel, Baltimore, Baltimore City, Carroll, Harford, and Howard) remains the university's largest source of undergraduate students, TU is enrolling increasing numbers of students from the Capital Region (Frederick, Montgomery, and Prince George's counties). In fall 2022, 33% of TU's incoming first-time students and 23% of incoming transfer students hailed from the Capital Region of MD.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), one of TU's Eight Presidential Priorities, which leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU is currently partnering with 525 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2022, TU faculty, staff, and students have 283 active engagements with BTU networking partners.

**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 1 & 4 of TU 2020-2030; TU Presidential Priorities 1, 2, 4, & 8)**

Students from minoritized racial and ethnic backgrounds accounted for 53% of TU's fall 2022 undergraduate student body, a 14% share increase from five years earlier. Similarly, the percentage of TU's entire undergraduate body who are African American or Black has continued to grow, from 21% in fall 2017 to 30% in fall 2022.

TU enrolled 3,314 (19.7% of undergraduates) low-income undergraduate students in fall 2022. Although this count is down from the five-year average of 3,595 low-income undergraduate students, the proportion of TU undergraduates who are low income has steadily increased from 18.2% five years earlier (fall 2017) to 19.7% in fall 2022.

TU's ethnic minority and African American students excel in their progression and degree completion, matching or exceeding the 87% target retention rate. TU's 2020 to 2021 retention rate was 87% for TU's racial ethnic minority students and 90% for TU's African American or Black students. Six-year graduation rates of TU's ethnic minority undergraduate and of TU's African American or Black students remain high, with the African American or Black graduation rate reaching 78% for the fall 2015 cohort and minority graduation rate reaching 75%. The six-year graduation rate of TU's first-generation undergraduates was 69% for the fall 2015 cohort, matching the preceding five-year average. Similarly, the six-year graduation rates of TU's low-income undergraduates was 66% for the fall 2015 cohort, rising steadily in recent years from 62% for the fall 2005 cohort.

TU continues to expand on previously initiated programs including tracking at-risk students, enhanced transfer student advising, enhanced tutoring and study skills workshops, increased resources for low-income and first-generation academic support programs, and analytics software to facilitate 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 1, 3 & 5 of TU 2020-2030; TU Presidential Priorities 1, 3, & 8)**

TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 77% six-year graduation rate in 2021-2022 (fall 2015 cohort), the second highest rate among USM institutions. TU's retention rate for first-time / full-time undergraduate students remained persistently high at 86% for the 2020 incoming cohort.

TU continues to receive numerous institutional rankings and recognitions, including:

- *U.S. News & World Report* ranked TU among the top 10 Public Regional Universities in the North, in their 2022-2023 America's Best Colleges publication.
- *Washington Monthly* ranked TU 14<sup>th</sup> in their 2022 Best Bang for the Buck Rankings in the Northeast and 15<sup>th</sup> in their Master's University Rankings.
- *Princeton Review* included TU in the 2023 Best Regional Colleges (Northeastern) as well as in the 2022 Edition of Green Colleges.
- TU is one of only 21 institutions in the nation to receive the Cyber Operations designation from the National Security Agency / Department of Homeland Security.
- TU received the Higher Education Excellence in Diversity (HEED) award for the third consecutive year in 2022.
- TU's College of Education is Maryland's earliest and preeminent producer of teachers.
- Towson University's College of Health Professions is the largest producer of undergraduate health professions graduates in Maryland.

### **Cost Containment Results**

TU continues to align our cost savings measures with our Energy & Efficiency Efforts, which include our continued efforts for energy conservation. The recent unusual circumstances related to the COVID-19 pandemic affected the budget and the dollars available for facilities renewal. It is important to note that, while FY22 actual is 1.05%, our FY21 actual was 3.09%, averaging 2% over the two-year period and thereby meeting the standard requirement.

### **Responses to Commission Questions.**

#### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

The cumulative effects of the COVID-19 pandemic have provided TU's most profound challenges in delivering equitable education in recent years. The abrupt switch to remote learning certainly impacted students who were enrolled at TU in fall 2020 and spring 2021. Although TU made tremendous strides to provide quality and equitable learning experiences while supporting students, the pandemic amplified many of the educational inequities that exist in our region. Furthermore, TU's current freshmen and sophomores, as well as TU's future students, were enrolled in high school during the remote learning period. It is likely that these students may have experienced even more profound disruptions to their learning. TU recognizes their unique challenges and aims to counteract the negative impacts of their disrupted educational experiences through increased student support and educational programs such as the math bootcamp for incoming students.

Beyond the high school to university educational pathway, a substantial number of Maryland students access their university education by first enrolling in a community college and then transferring to a four-year public institution, such as TU. COVID-19 has proven to be a tremendous disruption to this educational pathway. Between fall 2019 and fall 2021, the enrollment headcounts at Maryland's Community Colleges fell by more than 16,000 students or 14 percent. TU subsequently experience commensurate decreases in transfer applications and enrollments from community college students. TU is seeking to bolster community college students through unique partnerships that offer specific educational supports to students at key feeder institutions.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

TU continually monitors equity issues related to students' educational opportunities and success via internal and external reports and analytics dashboards. TU's interactive dashboards empower users to examine student outcomes for single metrics (e.g., gender) and also for exploring intersectional outcomes (e.g., race/ethnicity and socioeconomic status). Analyses of these data sources have informed multiple institutional initiatives aimed at continually improving the accessibility and equity of TU's educational experiences.

One primary initiative is the taskforce that developed TU's inaugural diversity strategic plan, *A More Inclusive TU: Advancing Equity and Diversity (2020–25)*. This plan is firmly grounded in the premise that TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity, and inclusion at the core of our mission. Throughout the plan's development, the taskforce examined institutional data, with a particular focus on diversity and equity, and established institutional benchmarks. These quantitative data were bolstered with qualitative data that the taskforce collected from 278 individuals who participated in focus groups.

TU's Student Success Council (SSC) also relies on institutional data to ensure that TU provides equitable, accessible, and inclusive educational experiences. The SSC was formed in June 2022, as a result of TU's strategic enrollment planning process and coordinates efforts across TU's divisions of Enrollment Management, Student Affairs, and Academic Affairs.

# USM - Towson University

## 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.

## VISION

Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Create and maintain a well-educated work force.

- Obj. 1.1** Maintain the annual number of bachelor's degree recipients at approximately 4,100 or higher through FY 2024.
- Obj. 1.2** Increase the number of TU students receiving degrees or certificates in teacher training programs to 550 by fiscal year 2024, from 522 in fiscal year 2019.
- Obj. 1.3** Increase the number of TU students receiving degrees or certificates in STEM (science, technology, engineering, mathematics) programs to 1,050 by fiscal year 2024, from 993 in fiscal year 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Total enrollment	22,705	22,923	22,709	21,917	20,856	19,793	20,014
Total degree recipients	5,543	5,529	5,558	5,647	5,485	4,915	4,915
Bachelor's degree recipients	N/A	N/A	N/A	N/A	4,528	4,075	4,075
Number of students in teacher training programs	1,228	1,189	1,117	1,190	1,163	1,105	1,230
Number of students receiving degrees or certificates in teacher training programs	537	522	509	520	520	526	484
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	97%	98%	98%	91%	87%	95%	98%
Number of undergraduate students enrolled in STEM programs	3,771	3,955	4,015	3,906	3,759	3,674	3,675
Number of graduate students enrolled in STEM programs	805	786	730	666	564	540	540
Number of students graduating from STEM programs	926	993	1,057	1,071	1,013	950	950

# USM - Towson University

**Obj. 1.4** Increase the number of degrees awarded in nursing to 292 by fiscal year 2024, from 279 in fiscal year 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of qualified applicants who applied to nursing programs	450	373	361	429	500	285	350
Number accepted into nursing programs	276	270	262	228	176	151	190
Number of undergraduates enrolled in nursing programs	789	779	796	818	763	644	675
Number of graduate students enrolled in nursing programs	32	19	16	11	4	19	49
Number of students graduating from nursing programs	288	279	316	333	293	284	290
Percent of nursing program graduates passing the licensing examination	90%	90%	89%	85%	TBD	88%	88%

**Goal 2. Promote economic development.**

**Obj. 2.1** Increase the median earnings of TU graduates, two years after graduation, from \$43,615 in FY 2020 to \$47,890 in FY 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Median wages for TU graduates employed in all 4 quarters of a year, two years after graduation.	N/A	N/A	N/A	N/A	#####	#####	#####

**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 50 percent or above by fiscal year 2024, from 43 percent in fiscal year 2019.

**Obj. 3.2** Increase and maintain the percent of African-American undergraduate students to 27 percent or above by fiscal year 2024, from 23 percent in fiscal year 2019.

**Obj. 3.3** Maintain the ethnic minority undergraduate second-year retention rate at 87 percent or above through fiscal year 2024.

**Obj. 3.4** Maintain the African-American undergraduate second-year retention rate at 87 percent or above through fiscal year 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of minority undergraduate students enrolled	39.5%	42.7%	45.4%	47.9%	50.8%	53.1%	54.0%
Percent of African-American undergraduate students enrolled	20.8%	22.8%	24.4%	26.2%	28.7%	30.4%	31.0%
Second-year retention rate of minority students at TU (or another public university in Maryland)	90.0%	89.9%	89.3%	90.3%	87.1%	86.1%	87.0%
Second-year retention rate of African-American students at TU (or another public university in Maryland)	90.8%	91.8%	90.7%	90.3%	89.9%	87.3%	88.0%

# USM - Towson University

**Obj. 3.5** Maintain the ethnic minority undergraduate graduation rate at 75 percent or above by fiscal year 2024.

**Obj. 3.6** Maintain the African-American undergraduate graduation rate at 75 percent or above by fiscal year 2024.

**Obj. 3.7** Maintain the number of enrolled first-generation undergraduate students at 3,200 or above by fiscal year 2024, compared with 3,344 in fiscal year 2019.

**Obj. 3.8** Increase the number of enrolled low-income undergraduate students to 3,700 or above by fiscal year 2024, from 3,681 in fiscal year 2019.

**Obj. 3.9** Increase the number of incoming undergraduate veterans and service members to 76 by fiscal year 2024, from 66 in fiscal year 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Six-year graduation rate of minority students from TU (or another public university in Maryland)	75.8%	77.8%	75.4%	75.7%	75.2%	72.4%	73.3%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	76.4%	79.4%	74.9%	78.2%	77.9%	70.3%	73.2%
First-generation undergraduate students enrolled	3,282	3,344	3,173	3,010	2,843	2,682	2,700
Six-year graduation rate from TU of first-generation students	68.0%	70.1%	66.7%	70.4%	69.4%	67.0%	67.0%
Low-income undergraduate students enrolled	3,576	3,681	3,677	3,534	3,506	3,314	3,400
Six-year graduation rate from TU of low-income students	63.9%	67.4%	64.6%	69.8%	66.5%	69.0%	69.0%
Number of incoming undergraduate veterans and service members	99	66	72	60	69	44	65
Second-year retention rate at TU of veterans and service members	71.7%	75.8%	70.8%	56.7%	59.4%	70.0%	70.0%

## 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 87 percent or above through fiscal year 2024.

**Obj. 4.2** Maintain the six-year graduation rate of TU undergraduates at 75 percent or above through fiscal year 2024.

**Obj. 4.3** Maintain/increase the level of student satisfaction with education received for employment at or above 90 percent through FY 2024, from 87 percent in FY 2022.

**Obj. 4.4** Maintain the level of student satisfaction with education received for graduate/professional school at or above 90 percent through FY 2024, from 89 percent in FY 2022.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	86.8%	86.8%	87.7%	87.3%	86.4%	84.7%	86.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	75.9%	77.2%	75.0%	77.3%	76.6%	73.9%	72.3%
Percent of employed graduates satisfied with education received for employment (annual survey of graduating seniors)	N/A	N/A	80.8%	N/A	87.9%	90.0%	90.0%
Percent of students satisfied with education received for graduate/professional school (annual survey of graduating seniors)	N/A	N/A	94.3%	N/A	86.5%	90.0%	90.0%

# USM - Towson University

**Goal 5. Maximize the efficient and effective use of State resources.**

**Obj. 5.1** Maintain or increase expenditures on facility renewal at 2 percent by fiscal year 2024, from 2 percent in 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 2,500 or above by fiscal year 2024, from 1,830 in fiscal year 2019.

<b>Performance Measures</b>	<b>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Est.</b>	<b>2024 Est.</b>
Percent of replacement cost expended on facility renewal and renovation	2.10%	2.18%	1.71%	3.10%	1.05%	2.85%	3.03%
Full-time equivalent students enrolled in distance education and off-campus courses	1,641	1,830	2,105	18,109	2,821	2,759	2,750

**UNIVERSITY OF BALTIMORE**  
**Managing for Results**  
**Academic Year 2021-22**

**Mission**

The University of Baltimore (UB) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. UBalt has a long history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers.

**Institutional Assessment**

UB’s strategic plan supports our mission and six strategic priorities guide our direction.

**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.

UB’s mission and implementation of the strategic plan is consistent with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt, the 2022 Plan for Postsecondary Education, and the goals are listed below. Specifically, Goals 2, 4, and 5 of UB’s Strategic Plan align with the Maryland State Plan. UB assesses impact and aligns and revises strategies as appropriate.

<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 the institution.  <b>Goal 3:</b> Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments)</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 data to identify and support student success.  <b>Goal 2:</b> Close 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 high school enrollment and military</p>

State Plan	UB Strategic Plan (SP) – Initiatives Aligned with State Plan
	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.
<b>Innovation:</b> Foster innovation in all aspects of Maryland higher education to improve access and student success.	<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.

Guided by our strategic plan and aligned with university and college retention plans, we carefully track retention, graduation, attrition, and student success rates. We use evidence to guide our initiatives and direct and indirect measures to chart our progress. And we implement best practices and enhance existing services based on student feedback. Over the past several years, UBalt has implemented many new initiatives while enhancing others in order to strengthen our focus on student success and the student experience. Additionally, the University engaged in the important work set out in the Board of Regents USM/UB Task Force Report. In particular, the Student Experience Workgroup carefully reviewed the student experience at the University and made several suggestions to senior executive leadership that would positively impact recruitment, student success, retention, and degree completion.

### **Performance Accountability Metrics Supporting Access, Success, Innovation, Financial Resources, and Institutional Capabilities**

- FTFT (first-time full-time students) retention is 68%.
- FTFT (first-time full-time students) retention for African American students is 58%.
- The six-year graduation rate for undergraduate students is 38%.
- The six-year graduation rate for African American students is 27%.
- Law graduates who pass the bar exam on first attempt remains stable at 70%.
- Percentage of African American undergraduates remains at 47%.
- Percentage of economically disadvantaged students enrolled continues to increase from 70% to 74%.

It is important to note that the average freshmen retention rate for the entire period that UBalt has had freshmen is 73%. The range is wide: 67%-87%, but this difference is partially due to the fluctuation of the small numbers of first-time freshmen. The pandemic has posed multiple challenges for our diverse student population and the institution continues to monitor student needs and preferences and implement changes based on this information.



74% of UBalt students are economically disadvantaged. Financial assistance and need remain the top issue for our student population. UBalt continues to revise its need-based financial aid strategy to support recruitment and retention. We continue to leverage the Bob Parsons Scholarship Fund for Pell Grant eligible transfer students who maintain full-time enrollment, a 2.0 cumulative GPA, and Pell Grant eligibility. This scholarship allows eligible students to complete their degree debt free by covering the remaining tuition and fees after the Pell Grant is applied. The Sam Rose Scholarship Fund supports newly admitted full- and part-time undergraduate students with 24 credits, a 2.0 cumulative GPA, and in-state residency status. UBalt continues to offer a Near Completion Grant for undergraduates within 30 credits of graduation with either no remaining financial aid eligibility or hardship. Merit scholarships are incremental to need-based aid.

### **Prompts from the Commission**

The Commission requested that institutions respond to two prompts. The prompts and responses are below.

- What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?
  - Like many universities in the northeast with similar student demographics as the University of Baltimore, we have experienced several years of enrollment decline. This has recently increased due to the COVID-19 pandemic and the impact on our students who work and take care of families. Also, while we have effectively leveraged funds from the Federal Government, still about 1/3 of our eligible to enroll students did not return this fall due to financial issues. The resulting impact on revenue has challenged us to provide more support for students when resources are already thin.
- Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?
  - We continue to analyze student success, retention, and degree completions by various student demographic variables in order to develop new programs, initiatives, and make enhancements to existing supports. The university has been recognized as a Primarily Black Institution (PBI). UBalt recently applied for and received a grant for Primarily Black Institutions (PBI) and Student Success. We secured a \$250,000 per year grant for five years to support undergraduate student success. Two positions were hired: one to recruit students and another to support them once on campus. In addition, grant dollars are also funding Open Educational Resources (OER), embedded tutors, and software to support students learning in the field of accounting.

## Specific UBalt Initiatives and Enhanced Initiatives Supporting Access, Equity, and Student Success

UBalt continues to use direct and indirect measures, including student feedback, to develop and enhance initiatives focused on student success. UBalt continuously assesses the impact of the pandemic as well as course and service modality. UBalt has operated in a hybrid fashion over the past year and continues to do so. Some initiatives and examples are below.

1. **Enhanced Credit for Prior Learning:** In addition to expanding the credit options for students to earn prior learning credit, a course was developed to allow students to build a portfolio of work products and documented experiences to be reviewed by faculty to earn credit. The goal is to shorten the degree completion time.
2. **Shortened Credits to Degree Completion:** Several programs have shortened the number of credits to degree while still maintaining excellence in the curriculum and meeting accreditation standards. Health Systems Managements and the MBA are developing 4 by 1 programs to accelerate programs to the master's degree and incentivizing students to complete the B.A.
3. **Redesigned the Interdisciplinary Degree with Tracks for Degree Completers:** This program is designed to help students who have accumulated a certain number of credits without completing a degree to reformulate credits in tracks that support an area of interest in a multidisciplinary format.
4. **Expanded Mandatory Milestone Advising Initiative:** This initiative requires students to see an advisor at distinct and critical times in their academic careers (45, 60, and 90 credits). Specific advising syllabi are used at each touch point and include topics such as academic progression, support services, career and internship opportunities, financial aid and graduate school preparation. As of 2017, milestone advising includes all undergraduate students. As of fall 2022, this initiative has expanded to include graduate students in specific programs.
5. **Implementation of Salesforce Advisor Link (SAL) and Development of the Student Success Hub:** In 2017, UBalt initiated a Student Success Team initiative. Each student is assigned an academic advisor and career coach and this information is listed in the student portal. In spring 2021, UBalt implemented SAL, a software platform that focuses on advisor and student success engagement. Students can interact with their academic advisors to make an advising appointment, review and handle academic to-do items, and learn more about their Student Success Team. This is Balt's main student communication platform and system of engagement. Other offices will be incorporated into the platform to improve engagement and communication.
6. **Developed a Math & Statistics Center:** The pandemic focus of the renamed Math & Statistics Center (MSC) has been outreaching to students and development of online tutoring protocols. In summer 2019, math support services were combined into a single math center within the RLB Library, providing drop-in math tutoring for all quantitative

courses. The expansion of services was a response to increased demand. Peer tutors are trained and certified to provide support for general education math and challenging upper-division quantitative literacy courses.

7. **Expanded Embedded Peer-Support Programs:** Peer-based embedded support programs provide 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:
  - a. Supplemental instruction-style review sessions for challenging courses, like statistics and accounting, available in person and recorded for online access.
  - b. Embedded tutoring in quantitative courses expands with the core sequence of psychology course and business statistics courses.
  - c. Coaching in the First-Year Seminar; and
  - d. Writing Fellows in writing-intensive courses.
8. **Expanded Writing Center Outreach and the Writing Fellows Program:** Writing Fellows continue to be embedded in undergraduate courses in all three colleges. Early focus on writing support improves outcomes immediately and reduces writing-related barriers to graduation in future semesters. Data from the first full-year Writing Fellows faculty cohort demonstrated remarkable faculty and student satisfaction and student success. Currently, a new partnership between the Writing Center and Writing Faculty increases collaboration regarding the upper division writing placement to allow for better support of students preparing for that placement process. The Fellows program continues to expand, now serving a high-enrollment general education ethics course that all undergraduate students must complete.
9. **Expanded Use of Open Educational Resources:** With support from the Center for Excellence in Learning Teaching and Technology (CELTT), the Library led a faculty cohort to redesign curriculum incorporating Open Education Resources – free online textbooks. Currently, a team consisting of faculty, staff and one USM representative are representing UBalt in a yearlong AAC&U OER Institute to:
  1. develop a sustainable support system for OER use;
  2. identify and build a database of all OER-related courses;
  3. identify the cost-saving for OER related course text; and
  4. garner continued university-wide support of OER initiatives.
10. **Development of Student Online Learning Preparedness Resources:** In response to the pandemic, RLB Library, CELTT, and Academic Success created the Student Quickstart, an online resource providing students the opportunity to learn about being a successful online student as well as introductions and tutorials on educational technologies. The Quickstart was redesigned with additional tutorials in spring 2021. Currently, the Quickstart is being redeveloped as an enhanced OER to provide a more structured experience for students requiring support as they embark on online learning, both synchronous and asynchronous modalities.
11. **Challenging Courses:** Continued focus on courses with high D (C for graduate programs) grades and failure rates. Using six-year course by level data, worked with

colleges to develop ways to increase success in targeted courses. The Office of Institutional Research (OIR) provides data by semester to look at highly enrolled courses with a high failure rates. Faculty work with instructional designers in CELTT and support services in library to address problem courses that persistently challenge instructional and student success. Early evidence indicates that courses with high quantitative requirements area showing higher success rates.

12. **Graduate CFW Rate:** Since 2018, the average graduate CFW has remained steady, albeit with a modality transition to online learning in Fall 2020. The percentage of classes with a CFW rate of 25% or more reduced by 1%, from 8.2% in fall 2018 to 7.0% in fall 2020, while the overall CFW rate was 12% in 2018 and fell by 1% to 11% in 2020.
13. **New Foundational Math Model:** UBalt developed a partnership with the Community College of Baltimore County (CCBC) to offer their nationally recognized Accelerated Math Program (AMP) at UBalt in fall 2019. The AMP combines the co-requisite foundational course with the corresponding General Education math course to support student understanding and assimilation of math concepts.
14. **Increased Focus on Financial Literacy:** UBalt implemented a new strategy for financial literacy and payment planning by providing a financial literacy tool to help students understand the best ways to cover expenses and remain in control of their financial health. Financial Literacy: TV [<https://ubalt.financialaidtv.com>] is an online library of video clips, which address popular financial aid questions. UBalt established a Financial Clearance Initiative: An initiative to ensure students can cover their tuition (via direct payment, financial aid or third-party support) each semester. The goal is to encourage students to plan how to cover the cost of education. Also, the Bob Parsons Veterans Center is sponsoring a series of financial literacy workshops in fall 2022. (Note: Need to monitor the current offerings and may need to revise as appropriate.)
15. **Enhance Mental Health and Wellness Resources:** Our Student Assistance Program (SAP) is designed to provide students with an easily accessible, safe and confidential means to assist with issues that may interfere with school, work or family responsibilities 24/7 365 days a year. UBalt's Clinical Case Manager provides on-campus threat monitoring, assessment and response when needed and serves as the on-campus triage resource. In spring 2022, UBalt was awarded an AmeriCORPS VISTA to launch our Bee Well Initiative to enhance health and wellness resources. In summer 2022, UBalt launched the nationally recognized Mental Health First Aid initiative with a goal of expansion to key staff and faculty groups during AY2022-23. (Note: This is identified as an effective set of initiatives.)
16. **Launch of a Student Mentoring Program:** In fall 2019, UBalt launched a mentoring program – UBalt Connects -- focused on lower division transfer students. Over the past two years, 35-50 mentees each year were assigned a mentor who will meet with them in a mentoring relationship to complement intrusive academic advising and ensure students are on track for timely degree completion. Mentors from around the institution help support our students.

17. **Career and Internship Center's (CIC) Intrusive Outreach Approach:** At the start of the pandemic, the CIC initiated outreach calls to two distinct student populations. The CIC reached out to new students at the University to inquire how their semester was going and also to remind them of the available resources in the CIC. CIC staff also reached out to graduating seniors to inquire about their career plans and to encourage them to take advantage of the resources in the CIC. This practice has continued over the past two years. Also, the CIC continues to work with employers and non-profit agencies to proactively convert unpaid internships to paid opportunities to benefit our students.
18. **Implementation of the LiveChat feature in the Office of Student Support (OSS):** In spring 2022, the OSS implemented this feature to allow students a nearly real-time opportunity to ask questions, connect with resources, and express concerns. OSS team members staff the LiveChat by responding to questions and concerns as soon as they are received. Students simply go to the OSS website and click on the LiveChat icon to engage with a staff member who can assist them.
19. **The Division of Student Success & Support Services developed a Basic Needs Virtual Resource Center in fall 2022.** The focus of the Basic Needs Virtual Resource Center is to provide every student with real support as they pursue their educational goals. The most important thing we want students visiting this site to know is that there are resources and services available to help meet their needs and that there is a team of individuals committed to providing this support. Important resources such as the Campus Pantry, Career Closet, the UB Student Emergency Assistance Fund, and the Student Assistance Program are featured. The virtual resource center can be accessed here: <http://www.ubalt.edu/basic-needs/>.
20. **Enhanced Integration Between the UBalt CARE Team and Early Alert:** The CARE Team is UBalt's cross-divisional team that focuses on students of concern. The important and sensitive work of this group has been aligned to the University's Early Alert system which is now part of all undergraduate courses. This integration allows for a more holistic approach to working with students who find themselves in difficult personal and academic situations.
21. **New Test Optional Admission Component:** After increasing the admission standards, the University of Baltimore revised its admission requirements for fall 2021 to include a test optional component in response to the COVID. The test optional criteria include: a minimum 2.67 (weighted) GPA, positive grade progression in core courses (math and English), a personal statement or essay and letters of recommendation and remain eligible for merit-based scholarships.

# USM - University of Baltimore

## 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 2020, maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than 90 percent.
- Obj. 1.2** Through 2020, maintain a 75 percent or greater first-time attempt passage rate on the Maryland Bar examination.
- Obj. 1.3** Increase the percentage of students earning credits in at least one learning activity outside the traditional classroom to 55 percent or greater by 2020.
- Obj. 1.4** Increase the second-year retention rate of all students and African-American students to 76 percent or greater by 2020.
- Obj. 1.5** Increase the percentage of students satisfied with educational preparation for employment to 90 percent, and maintain the percentage of students satisfied with educational preparation for graduate or professional school at least at 95 percent through 2020.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
<sup>1</sup> Percentage of graduates employed one year after graduation (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>2</sup> UB law graduates who pass the Bar exam on first attempt	67.0%	65.8%	73.2%	0.0%	69.6%	70.0%	70.0%
Students earning credits outside of traditional classroom	55.6%	62.8%	100.0%	58.9%	74.4%	74.0%	74.0%
Second-year retention rate at UB (or another public university in Maryland): All students	68.1%	76.6%	86.8%	77.5%	67.7%	60.0%	60.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	66.7%	76.9%	85.0%	80.0%	57.7%	50.0%	50.0%
<sup>1</sup> Student satisfaction with education received for employment (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Student satisfaction with education received for graduate or professional school (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

# USM - University of Baltimore

**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 undergraduate students and African-American students.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Six-year graduation rate from UB (or another public university in Maryland): All students	32.9%	37.2%	41.1%	33.6%	38.0%	33.3%	33.3%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	25.3%	38.8%	39.9%	25.9%	26.7%	34.6%	34.6%

**Goal 2. The University of Baltimore will increase student enrollment in response to State and regional demand.**

**Obj. 2.1** By fiscal year 2020, maintain the current number of minority-student graduates at 700 or higher, including 225 African American graduates. Maintain the percentage of African-American undergraduates at approximately 40 to 50 percent, and maintain the percentage of economically disadvantaged students at 75 percent or greater.

**Obj. 2.2** Through 2020, maintain the percentage of UB STEM (science, technology, engineering, mathematics) graduates employed in Maryland at 91.4 percent or greater.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage of minority students, including African Americans, who graduate from UB	51%	49%	52%	54%	56%	55%	55%
Percentage of African-American undergraduates	45.9%	46.8%	46.8%	46.7%	47.8%	48.0%	48.0%
Percentage of economically disadvantaged students	87.9%	73.9%	71.1%	70.2%	74.2%	72.0%	72.0%
<sup>1</sup> Percentage of STEM graduates employed in Maryland (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Goal 3. The University of Baltimore meets community, business, 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 2020 (from \$194,192 in 2016) and increase the percentage of research dollars coming from federal sources to 10 percent or greater by 2020.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Entrepreneurial revenues per year	\$269,273	\$255,362	\$105,483	\$7,870	\$7,155	\$10,035	\$10,035
Number of federal awards	8	7	6	7	7	6	6
Percentage of research dollars from federal sources	47.7%	56.0%	60.0%	54.0%	53.0%	50.0%	50.0%

## NOTES

<sup>1</sup> The triennial survey is no longer in use.

<sup>2</sup> 2021 data is estimated because it is reported on a calendar year basis.

# 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

### 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 disruptions in clinical practice revenue due to the COVID-19 pandemic. 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 2022 was 6,931, a decrease of 313 or 4.3% compared to the previous year's 7,244. Increased enrollments occurred in undergraduate Nursing and self-supporting Graduate School master's programs. Decreases occurred in master's programs in Medical Cannabis Science and Therapeutics, Cybersecurity Law, and Homeland Security and Crisis Management Law. Enrollments also decreased in the Master of Social Work program, the Pharmacy professional doctoral program, and certificate programs in the Graduate School.



Graduate and professional students account for 86% of campus enrollment. The enrollment of African – American students is 19% of the student body. There were 7,855 employees in fall 2021 of whom 793 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 1.3%.

Revenues: Total campus revenues increased from \$375.8 million in fiscal year 1997 to \$1,388.3 million in fiscal year 2023, an average of 5.2% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same period was only 3.6%. As a result, these state appropriations represent 20% of overall revenues for fiscal year 2023. Based on the fiscal year 2022 appropriation, UMB was funded at approximately 59% of its funding guidelines, below the public higher institution average of 64%.

In most programs, resident tuition and fees increased 2% or less for fiscal year 2023, and overall tuition and fee revenues constitute only 12% of the total budget. Contract, grant and clinical revenues account for 64.1% 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 2024 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master’s graduates at a level at least equal to the 2019 level of 1,363. State Plan Strategy 8

The total number of graduates from these combined programs increased by 62 to 1,601 for 2022. Growth in professional master’s, professional law, and professional nursing were offset slightly by a decline in the production of professional 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, professional pharmacy master’s, social work, and dental hygiene students at the Montgomery County location.

Objective 1.2 – Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in FY 2019 to \$1,187 million in FY 2024. State Plan Strategy 10

As part of the Strategic Partnership formed between the University of Maryland, Baltimore and the University of Maryland, College Park, beginning in FY 2019 expenditures reported to the National Science Foundation through the Higher Education Research and Development Survey were combined to reflect the true standing of these institutions as leading public research universities.

Objective 1.3 – Through fiscal year 2024 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 2019 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, disclosures received and new patent applications filed for fiscal year 2022 are below the range of 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.

Objective 1.4 – Through fiscal year 2024 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11. 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 2022 is below the level reported for 2020 but remains above the 2019 benchmark.

**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 2024 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, although the day law and social work programs reported rates below 90% for 2022.

Objective 2.2 – Through fiscal year 2024 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 82% and 99% for 2022. Physical therapy program graduates achieved an improvement in the pass rate for the National Physical Therapy Exam in fiscal year 2022.

Objective 2.3 – Through fiscal year 2024 maintain an average debt of graduating students not exceeding the 2019 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. Three programs reported lower average graduating student debt for 2022 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.

Objective 2.4 – Through fiscal year 2024 increase the enrollment of students educated entirely online compared to 2019 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 2020 almost 24 percent of students were educated entirely online during the fall semester based on documented instructional modality. Online instruction remained high in 2021 due to a continued reliance on temporary arrangements necessitated by the COVID-19 pandemic but has returned to pre-pandemic levels for 2022.

Objective 2.5 – Through fiscal year 2024 maintain high rates of graduate employment and educational satisfaction compared to 2019. State Plan Strategies 7, 8

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as initiated by the Maryland Higher Education Commission. Survey results for 2020 indicated a high employment rate (95%) and a high satisfaction level with education (88%). The survey will next be conducted in 2023.

**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 2024 increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels. State Plan Strategies 4, 6

The University of Maryland, Baltimore has substantially increased enrollment at The Universities at Shady Grove, averaging more than 1,000 students in the fall semester since 2020. In fall 2019 the School of Pharmacy launched a new Master of Science in Medical Cannabis Science and Therapeutics to provide students with the knowledge and skills needed to support patients and the medical cannabis industry, add to existing research in the field, and develop well-informed medical cannabis policy. Interest in the program has been strong, with 395 students enrolled for fall 2022.

**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 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019. 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 is not yet available for this new initiative.

Objective 4.2 – Through fiscal year 2024, 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 2019. State Plan Strategies 8, 9, 10

A core cadre of UMB faculty has and will continue to pursue public service as its primary mission. Reported days in public service increased to 10.2 per faculty member for fiscal year 2022 after averaging 9.4 days per faculty member over the previous four years.

**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 2024 attain annual campaign goal of \$88.5 million a year. State Plan Strategy 10

Objective 5.2 – By fiscal year 2024 increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level. State Plan Strategy 10

More than \$100 million was secured during fiscal year 2018, but perhaps influenced by changes in tax policies that may have discouraged gifting, only \$76.8 million was received for fiscal year 2019. In spite of economic challenges precipitated by the COVID-19 pandemic since 2020, \$95.7 million was raised in fiscal year 2021, increasing to \$103.3 million for fiscal year 2022.

Growth in the combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment has been robust since fiscal year 2015. Since then, UMB sustained six years on a solid footing, and realized a remarkable 22.8% gain for fiscal year 2021. Fiscal year 2022 endowments increased another 5.2% to \$613.6 million. 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 2024 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 2.0% over the period of fiscal year 2016 through fiscal year 2021. 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 2024 decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019. State Plan Strategies 9, 10

Annual operating expenditures per adjusted full-time equivalent student ranged between \$63,718 and \$77,041 before 2021. 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. Beginning in 2021 a revised approach to allocating expenditures related to pensions and other postemployment benefits resulted in a substantial increase in the operating expenditures reported per adjusted full-time equivalent student. Expenditures per student increased 6% for fiscal year 2022 compared to the previous year.

## **ADDITIONAL QUESTIONS:**

### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

As Maryland's public academic health and law university devoted to professional and graduate education, research, patient care, and public service, the primary challenge for the University of Maryland, Baltimore will be to maintain the excellence of its academic and research programs and quality of specialized care provided to the community in an environment of rapidly escalating costs and uncertain funding streams, especially if a highly anticipated downturn in economic activity occurs in the near future.

Although a detailed examination of data has revealed that most UMB graduates are able to gain employment in their field and repay student debt without undue hardship, this could change if tuition increases much greater than what have recently been necessary are needed to offset losses in other revenues or if graduates are not able to find employment in a worsening economy.

UMB was able to thrive during the uncertainties and hardships imposed by the COVID-19 pandemic in part because of the stability of state and federal funding. Any sustained disruption in these or other revenue sources moving forward would likely jeopardize the University's ability to continue meeting the expectations of the State Plan for Postsecondary Education.

### **Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

For approximately the past five years UMB has continuously investigated the rate of retention and graduation of students in undergraduate and principal professional programs, representing more than two-thirds of enrollment. This analysis involves examining and comparing retention in each year of the program for students of each race and ethnicity as well as their respective rates of graduation at expected time to degree and after additional increments thereafter. Over the past year, the scope of this analysis was expanded to include master's and doctoral research and scholarship programs in the Graduate School, representing an additional 21% of the student body.

The conclusion supported from these ongoing examinations of academic persistence is that there are no statistically significant differences in student attainment across categories of race and ethnicity for UMB's graduate programs. A slight "achievement gap" persists for undergraduate programs, but this gap has been closing, and is negative only for the category of African American students. The graduation rates of Hispanic, Asian, other race, and Pell Eligible undergraduates are higher than for White students. Because UMB does not have traditional undergraduate programs and does not enroll first-time, full-time freshmen students, comparisons with national datasets, such as the Integrated Post-Secondary Education Data System are not possible.

# USM - University of Maryland, Baltimore Campus

## 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 2024, increase or maintain the number of undergraduate nursing, professional practice doctorate, and professional masters' graduates at a level at least equal to the 2019 level of 1,363.
- Obj. 1.2** Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in FY 2019 to \$1,187 million in FY 2024.
- Obj. 1.3** Through fiscal year 2024 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 2019 levels.
- Obj. 1.4** Through fiscal year 2024, increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Graduates: Undergraduate Nursing (BSN)	398	411	396	389	392	419	433
Professional Practice Doctorate: Dentistry (DDS)	132	130	132	125	134	125	130
Law (JD)	203	192	189	202	209	202	239
Medicine (MD)	146	163	166	151	149	143	153
Nursing (DNP)	95	125	108	133	141	128	128
Pharmacy (PharmD)	149	154	155	135	118	105	93
Physical Therapy (DPT)	61	61	61	66	65	64	72
Prof. Practice Doctorate Total	786	825	811	812	816	767	815
Professional Masters (MS)	138	137	162	338	393	420	437
Total R&D Expenditures, as reported by NSF (millions)	N/A	\$1,016	\$1,097	\$1,103	\$1,142	\$1,164	\$1,187
Grant/contract awards (millions)	\$665	\$663	\$686	\$689	\$654	\$654	\$667
Cumulative number of active licenses or options	233	232	228	251	244	204	204
Disclosures received	143	135	158	127	126	130	150
New patent applications filed	96	78	86	62	60	70	85
Number of nationally recognized memberships and awards	12	11	13	12	12	12	12

# USM - University of Maryland, Baltimore Campus

**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 2024, 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 2024, maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent.

**Obj. 2.3** Through fiscal year 2024, maintain an average debt of graduating students not exceeding the 2019 level.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)							
Dentistry (DDS)	98.4%	97.7%	97.7%	99.2%	98.5%	98.5%	98.5%
Law Day (JD)	89.0%	86.9%	92.0%	88.6%	88.4%	90.0%	90.0%
Medicine (MD)	95.6%	95.1%	91.1%	95.0%	95.7%	95.7%	95.7%
Nursing (BSN)	95.3%	95.8%	97.0%	96.4%	94.0%	94.0%	94.0%
Pharmacy (PharmD)	96.2%	94.4%	96.2%	96.8%	93.2%	93.2%	93.2%
Physical Therapy (DPT)	94.6%	100.0%	100.0%	95.1%	92.3%	92.3%	92.3%
Social Work (MSW)	91.2%	92.2%	94.5%	90.1%	87.0%	90.0%	90.0%
First Time Exam Pass Rate							
Dentistry (ADEX)	100.0%	99.0%	99.0%	96.0%	99.0%	99.0%	99.0%
Law (Maryland Bar)	79.0%	77.0%	80.0%	86.0%	84.0%	84.0%	84.0%
Medicine (USMLE Step 2 CK)	97.0%	99.0%	98.0%	100.0%	99.0%	99.0%	99.0%
Nursing BSN (NCLEX)	87.0%	89.0%	87.0%	87.0%	87.0%	87.0%	87.0%
Pharmacy (NAPLEX)	89.0%	87.0%	88.0%	91.0%	87.0%	87.0%	87.0%
Physical Therapy (NPTE)	96.0%	87.0%	85.0%	85.0%	89.0%	89.0%	89.0%
Social Work (LGSW)	88.0%	90.0%	85.0%	82.0%	82.0%	82.0%	82.0%
Professional Student Average Debt							
Dentistry (DDS)	\$235,313	\$245,633	\$256,074	\$293,570	\$305,358	\$305,358	\$305,358
Law Day and Evening (JD)	\$109,984	\$111,417	\$123,144	\$127,584	\$121,680	\$121,680	\$121,680
Medicine (MD)	\$151,725	\$186,838	\$181,746	\$167,048	\$184,683	\$184,683	\$184,683
Nursing (MS,CNL,DNP)	\$95,667	\$95,184	\$92,412	\$83,293	\$104,882	\$104,882	\$104,882
Pharmacy (PharmD)	\$159,904	\$159,183	\$101,967	\$163,717	\$165,745	\$165,745	\$165,745
Physical Therapy (DPT)	\$93,370	\$109,558	\$139,037	\$131,759	\$110,385	\$110,385	\$110,385
Social Work (MSW)	\$43,797	\$65,749	\$39,031	\$62,479	\$58,655	\$58,655	\$58,655



# USM - University of Maryland, Baltimore Campus

**Obj. 2.4** Through fiscal year 2024, increase the enrollment of students educated entirely online compared to 2019 levels.

**Obj. 2.5** Through fiscal year 2024, maintain high rates of graduate employment and educational satisfaction compared to 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Headcount enrollment of students educated entirely online	1,070	1,288	1,686	1,708	1,302	1,396	1,497
Employment rate of undergraduates	N/A	N/A	0.95	N/A	N/A	N/A	N/A
Graduates' satisfaction with education (Nursing)	N/A	N/A	0.88	N/A	N/A	N/A	N/A

**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 2024, increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	38	28	15	13	15	25	25
Universities at Shady Grove							
Nursing	352	357	356	435	407	450	462
Social Work	146	155	171	179	156	180	180
Pharmacy	93	64	28	1	0	0	0
Other Programs	0	152	403	489	435	427	357
Total Shady Grove	591	728	958	1104	998	1,057	999
Laurel College Center	8	0	0	0	0	0	0

**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 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019.

**Obj. 4.2** Through fiscal year 2024, 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 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of days in public service per full-time faculty member	9.6	9.4	9.5	9.0	10.2	10.0	10.0

# USM - University of Maryland, Baltimore Campus

**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 2024, attain annual campaign goal of \$88.5 million a year.

**Obj. 5.2** By fiscal year 2024, increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Campaign giving, annual (millions)	\$104.4	\$76.8	\$79.3	\$95.7	\$103.3	\$88.0	\$90.0
Endowment, annual (millions)	\$436.9	\$448.4	\$474.6	\$583.1	\$613.6	\$656.6	\$702.5

**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 2024, 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 2024, decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Annual cost savings as a percentage of actual budget	1%	1%	1%	2%	0%	0%	0%
Operating Expenditures per Adjusted FTES	\$66,699	\$70,433	\$77,041	\$98,352	\$104,221	\$104,221	\$104,221

## USM Core Indicators

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Total enrollment (undergraduates)	929	909	878	898	930	963	1013
Percent minority of all undergraduates	48%	49%	52%	56%	58%	N/A	N/A
Percent African-American of all undergraduates	19%	19%	20%	24%	24%	N/A	N/A
Total bachelor's degree recipients	433	438	420	415	410	441	450
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	1%	1%	1%	1%
Applicants to undergraduate nursing programs	639	772	814	744	890	908	950
Qualified applicants to undergraduate nursing programs denied admission	87	43	49	23	0	42	44

## NOTES

<sup>1</sup> 2021 data is estimated because it is reported on a calendar year basis.

## UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC) MISSION

UMBC is a public research university integrating teaching, research, and service to benefit the citizens of Maryland. Dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning, UMBC offers students a strong undergraduate liberal arts foundation and 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.

### INSTITUTIONAL ASSESSMENT

Fall 2022 brings many changes to UMBC. We begin the year under the leadership of our first woman president, Dr. Valerie Sheares Ashby; as a Carnegie Research I institution; with our largest graduate student population in UMBC's history, and largest class of first-year first-time (FYFT) students. We continue to focus on the three goals of the Maryland State Plan for Postsecondary Education – Access, Success and Innovation. Most importantly, we focus on people – our community, state, and world. We are proud that our work is, again, celebrated nationally. The 2023 U.S. News & World Report America's Best Colleges ranks UMBC as #9 in Best Undergraduate Teaching and #10 in Most Innovative Institutions, tied with Johns Hopkins University.

#### Students

Enrollment. Overall enrollment for fall 2022 is 13,991 (10,625 undergraduate and 3,366 graduate), a healthy 2.6% increase over fall 2021 (-1.9% undergraduate and +20.1% graduate). With an influx of international master-level students driving the increase, graduate enrollment exceeds 3,000 for the first time in UMBC's history. At the undergraduate level, our FYFT cohort of 2,144 students (2,130 full-time) is the largest in UMBC's history, surpassing last year's historical increase (+4.5%). A 15.3% decrease in the number of new transfer students compared to fall 2021 hampers undergraduate enrollment growth, reflecting the 14 to 26% decline observed in our sending community colleges' enrollment numbers.

Caliber of Students. UMBC students' academic and co-curricular accomplishments continue to gain national and international recognition. In 2021-2022, UMBC celebrated four Goldwater Scholarship winners; a Marshall Scholarship winner and Rhodes Scholar finalist, a Joshua Slaughter; and, a Truman Scholar winner and finalist. Eight recent UMBC graduates and alumni will travel to countries across three continents as 2022 Fulbright U.S. student scholars. The May 2022 Student Honors and Awards Booklet documents these and other significant accomplishments. Farah Helal '24, global studies and biological sciences, began her term as USM student regent on July 1, 2022.

Undergraduate research was celebrated, again, at the spring 2022 Undergraduate Research and Creative Achievement Day, a one-week virtual showcase of student research, scholarship, and creative work with almost 3,500 visitors. The 200+ page 2022 UMBC Review: Journal of Undergraduate Research highlighted students' work across the disciplines, as did Bartleby, UMBC's creative arts journal focused on students' works of fiction, creative non-fiction, poetry and art.

Student Success. Our retention rate of 90.8%<sup>1</sup> meets our 2025 goal [**Obj. 5.1 (M502)**]; our six-year graduation rate of 76.5% exceeds our 2025 goal [**Obj. 5.2 (M504)**]. Internal graduation rates remain relatively stable, with four- and six-year rates of 69.7% and 47.3% for full-time FYFT students starting in fall 2018 and 2016, respectively. Our relatively narrow

program base, as compared to our peers, has hampered efforts to enhance retention and graduation rates. UMBC has focused on academic initiatives designed to expand the number of programs available, particularly in high student interest areas such as STEM education, data science, and cybersecurity.

Other initiatives, expected to impact retention and graduation positively, have been designed to increase student engagement. Academic Engagement and Transition Programs, under the Division of Undergraduate Academic Affairs (UAA), coordinates multiple initiatives including Dawg Days: Jumpstart (summer & winter bridge program), seminars targeting FYFT and transfer students, and 'Introduction to an Honors University' course add-ons. We offer nine different Living Learning Communities focusing on students' common intellectual interests or majors, and the Discovery Scholars LLC for students exploring their academic interests in the first year.

The UAA-managed Academic Success Center (ASC) provides centralized support services to all undergraduate students in the areas of Academic Learning Resources, Academic Policy and Academic Advocacy. Examples of services provided include Tutoring (content tutoring for all first- and second-year courses and writing tutoring for any course) and Supplemental Instruction Peer-Assisted Study Sessions (SI PASS) (weekly review sessions for historically difficult courses), and individual academic success meetings to connect students with campus resources. In AY 2021-22, the ASC logged 8,868 tutoring visits with 1,882 individuals tutored; held SI PASS review sessions for 2,041 individual students for a total of 16,964 student contact hours; employed 187 peer educators and student workers; had Academic Peer Advocates contact 1,226 first-year students; and had Academic Advocates connect with 2,918 students (87% of all FYFT students who connected persisted to the spring semester).

Several initiatives to enhance the student experience and support student success combine technological innovation and best practices. These easy-to-use resources include the Degree Planner, an interactive tool students use to create a customized degree plan; the Degree Donut, a personalized visualization students use to monitor degree progress; and The Guide, a coaching tool to facilitate advising and timely registration. The multi-year implementation of the Salesforce CRM platform to support recruitment, admissions, student success, and alumni relations continues to progress.

UMBC values and has many initiatives dedicated specifically to transfer student success. Our *Transfer Central* portal provides detailed information about transferability of prior coursework and runs scenarios for how prior coursework can be maximized for degree completion at UMBC. This tool allows the admissions team to better engage prospective transfers during the pre-enrollment process. The Transfer Student Network (TSN) offers monthly 1:1 mentor check-ins, free events and trips, and special student transfer workshops. In December 2021, the ASC case management system was expanded to transfer students and a new full-time Transfer Academic Advocate began working with transfer students. For 2021-22, 92% of all transfer students connecting with an Academic Advocate in the fall persisted into spring 2022. Finally, the Transfer Equity Initiative (TEI) engages faculty as transfer advocates through applied learning experiences with prospective transfer students. The TEI cultivates classroom pedagogies that support/engage incoming transfer students, focusing on community college transfers.

The College of Natural and Mathematical Sciences (CNMS) continues its mission to explore, support, and coordinate research and education through a variety of initiatives such as STEM BUILD 2.0 and The Learning Collaboratory (TLC), an academic success center that

focuses on building community among unaffiliated CNMS majors, and emphasizes four pillars of success: Science Exploration, Career Readiness, Personal Development, and Diversity in STEM. CNMS also focuses on improving DFW rates in many of its foundational courses, especially mathematics and statistics.

Diversity. A commitment to intellectual, cultural, and ethnic diversity is one pillar of our UMBC mission. Recognizing our institutional commitment to ethnic diversity, the National Institutes of Health (NIH) and National Science Foundation (NSF) recently awarded UMBC over \$15 million for programs supporting underrepresented students in STEM—an area in which UMBC is an innovative national model.

As of fall 2022, 61.2% of undergraduates are minorities [**Obj. 4.1 (M402)**], reflective of the state of Maryland per the 2020 Census count of 53% non-white, and placing UMBC considerably higher than the average of its peers and other Maryland four-year institutions exclusive of HBCUs. With 23.3% Asian American, 22.8% African American, 9.3% Latinx, 6.0% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 32.4% White, and another 6.1% International or Unspecified, UMBC meets the target for enrollment of 20% undergraduate African American students in FY 2025 [**Obj. 4.1 (M401)**].

UMBC continues its vigorous efforts to attract and support minority students. The Meyerhoff Scholars Program, now over 1,600 strong, is a national model for increasing diversity among future leaders in science, technology, engineering and related fields. UMBC is the number one producer of African American undergraduates earning doctorates in the natural sciences and engineering. COEIT's Center for Women in Technology (CWIT) is a vital partner in efforts to increase the recruitment and retention of women and other underrepresented groups in technology programs at UMBC. In addition, UAA's Academic Opportunity Programs (AOP) office provides resources and support to students traditionally underrepresented in post-secondary education through programs such as the First Generation Network, the Louis Stokes Alliance for Minority Participation, and TRIO McNair Scholars Program. AOP also oversees UMBC's Upward Bound programs, designed to promote the development and enhancement of high school students' basic skills, academic and cultural enrichment, and the motivation necessary to matriculate at and graduate from college.

The one-year African American student retention rate was on par with the overall population (89.9% vs. 90.8%)<sup>1</sup> [**Obj. 4.2 (M403)** vs. **Obj. 5.1 (M502)**]. And although the African American graduation rate was lower than the overall rate (72.6% vs. 76.5%) for fall 2015 cohorts [**Obj. 4.3 (M404)** and **5.2 (M504)**], the internal rate, or percent graduating from UMBC, was much closer (69.7% for African Americans, compared to 70.2% overall), indicating that non-Black students are less likely to graduate elsewhere in Maryland. Efforts to improve retention and graduation rates, described in the previous section, are expected to yield benefits for all of our students, including African American students. In addition, work on our Black Student Success Initiative, a focus of our participation in the University Innovation Alliance (UIA), continues our mission to understand and improve the experience of our Black undergraduate student population.

At the graduate level, the College of Natural and Mathematical Sciences (CNMS) will receive \$5.6 million over five years from the NIH to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). This program will support graduate students from underrepresented groups in STEM with up to three years of funding and training opportunities to help participants select and prepare for a career in academia, industry, government, entrepreneurship, and beyond.

Student Learning Outcomes. The Hrabowski Fund for Innovation continues to support, via a competitive process, innovations in teaching and learning proposed and developed by our faculty and staff. There were nine awardees between fall 2021 and spring 2022, with an adaptation grant “Transforming Student Outcomes with High Impact Practices in Music Education” and several Scholarship of Teaching and Learning Grants, including “Nudging Student Metacognition by Predicting Exam Questions and Answers” and “Feasibility of Anonymous Grading for Reducing Performance Discrepancies across Student Demographics.” Since its inception, the fund has supported almost 50 instances of course redesign, novel approaches to teaching and learning and assessment.

Career Services collects student outcomes six months from graduation via the First Destination Survey (FDS) (see **Goal 1, M101-107**). Survey trends show that 65% to 70% of students are employed within six-months of graduation. **Measures 106 and 107** indicate the percent of all students (88.6%) and African American students (91.9%) from the class of 2021 employed and/or enrolled or planning to enroll in graduate studies. These numbers are driven, in part, by increases in the percentage of both groups enrolling in graduate studies (**M104 and M105**). Additional Career Services data show that 87% of those employed are in positions directly related to their career goals, and 55% previously interned or worked for that organization while at UMBC. In addition, 72% of those employed obtained jobs in Maryland. Top employers include JHU Applied Physics Lab, Northrop Grumman, T. Rowe Price, U.S. Dept. of Defense, Maryland Public Schools, and the State of Maryland Government.

## **Faculty**

Accomplishments. Faculty members comprise the core of a research university, and many UMBC faculty have distinguished themselves this year by receiving awards, fellowships, scholarships, and endowed chair appointments. Examples include USM BOR faculty awards, Presidential Professorships, ACE fellows, Fulbright scholarships, NSF CAREER Awards, and the Herbert Bearman Foundation Chair in Entrepreneurship.

Recruitment and Retention. Though new faculty hires were aggressively pursued, and outstanding new faculty members recruited, promoted, and tenured over the past several years, the net number of core faculty has grown slowly. Due to ongoing budget constraints, most recruitment efforts were devoted to filling faculty vacancies. As faculty members increasingly achieve national and international recognition, retention is a serious concern. Although they leave for many reasons, we continue to lose faculty to universities offering higher salaries, lower teaching loads, research support, and other prerequisites. Our new Carnegie Classification as Research Very High (R1) will aid recruitment. Even so, about 20 percent of our tenured faculty are retirement eligible. Thus, even maintaining the current number of tenured and tenure-track faculty is challenging. We must continue balancing expenditures on recruiting new faculty with expenditures supporting current faculty and other university needs.

Notwithstanding these challenges, UMBC remains committed to recruiting, retaining, and advancing a diverse and inclusive faculty. UMBC, in partnership with two regional universities, received a \$3M Andrew W. Mellon Foundation grant to launch Breaking the M.O.L.D. (Mellon/Maryland Opportunities for Leadership Development), a program planned to diversify higher ed leadership focused on women faculty and Black, Hispanic, and American Indian/Alaska Native faculty tenured in the arts and humanities. And, UMBC, jointly with UMB, has just received a \$13.2M NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) award that aims to enhance and maintain cultures of inclusive excellence in the biomedical research community and will fund 10 new URM faculty (four at

UMBC).

UMBC, in partnership with Stanford University, is a recipient of an NSF grant examining how language discrimination plays a role in the systemic underrepresentation of Black scholars in academia. UMBC is also the lead institution for a five-year \$1.3M NSF grant “The AGEP Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically URM Faculty in Biomedical Sciences.” This grant, planned to develop, implement, study, evaluate, and disseminate a USM-wide model for diversifying faculty in biomedical science, builds on the success of the Postdoctoral Fellows for Faculty Diversity and the CNMS Pre-Professoriate Fellows program. These two fellowships provide two-year residencies designed to increase faculty diversity by supporting promising new Ph.D. recipients for possible tenure track appointments. UMBC will expand this AGEP PROMISE Academy Alliance work to the national level through a new NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). We anticipate the RISE UPP Alliance will officially launch in fall 2022. For the 2021-2022 academic year, UMBC welcomed two new fellows in Cohort VI of the Postdoctoral Fellowship for Faculty Diversity and converted the two remaining fellows from Cohort V. Likewise, we welcomed one new CNMS Pre-Professoriate Fellow and converted two fellows. Over the past 10 years, both programs have converted 15 fellows to tenure-track assistant professors at UMBC.

Moreover, UMBC's Strategies and Tactics to Recruit to Improve Diversity and Excellence (STRIDE) Committee continues to provide peer education that supports the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers. Through our combined efforts, 38% of our incoming tenure/tenure track faculty for AY 22-23 are from underrepresented minority (URM) groups. In the area of retention, UMBC tenured 12 faculty, two of whom identify as URM and one woman in STEM. UMBC also promoted 15 faculty to full professor, five of whom identify as women, one woman in STEM, and six who identify as an URM. Since Spring 2022, The Office of the Provost also funded the participation of 18 faculty in the National Center for Faculty Development and Diversity's Faculty Success Program. Finally, three participants from UMBC's On-Ramps to Full Professor program were successfully promoted to full professor.

### **Resources and Economic Development**

The expertise of UMBC's faculty, staff, and students leads to economic growth. Through our Technology Center and Research Park, we created 1,480 jobs in FY 2022 [**Obj. 3.2 (M302)**]. The bwtech@UMBC Research Park features Cyber, GovTech, and BioTech Incubators, and houses 131 companies and organizations. We graduated six companies from our incubator programs in FY 2022 [**Obj. 3.1 (M301)**]. A further 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 35.33 as of FY 2022 [see **Obj.3.3 (M303)**].

### **Institutional Response:**

**1) What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?** Recruiting and enrolling new transfer students poses a challenge to achieving our undergraduate strategic enrollment goals, which support the State Plan goal of expanding access to postsecondary education and increasing the number of bachelor degree recipients in the state

of Maryland. Despite multiple initiatives to engage potential students and enhance the transfer experience, declining community college (CC) enrollments, both prior to and exacerbated by the pandemic, have diminished the pool of potential applicants over the past several years. Data from the MHEC June 2022 Segment Report “Trends in Enrollment by Race and Gender, 2013-2021 Maryland Colleges and Universities”, indicate that total Maryland CC enrollment declined by 29.8% between fall 2013 and fall 2021, with minority enrollment falling 21.6% and URM enrollment declining 24.5%. As of fall 2021, 53.9% of Maryland CC students were minority; 43.0% underrepresented.

Incoming class size – both FYFT and new transfers – decreased by 2% between AY 2018 and AY 2022, despite a 16.2% increase in FYFT enrollment, as new transfer enrollment fell by 21.3%. During this time, incoming students became more diverse 53.2% vs. 62.0% minority; and 27.7% vs. 33.4% URM, but the percentage designated low-income (Pell-eligible at entry) remained steady (33.7% vs. 33.1%). We posit that a higher number and proportion of new students entering as transfers would result in a greater percentage of URM and low income students, as both are more likely to be found in the transfer student population. In AY 2022, for example, 31.6% of FYFT students were URM compared to 36.3% of new transfers. Transfers from our two main feeder colleges – Montgomery College and Howard Community College – accounted for 38% of our total transfer enrollment in academic year 2022 (45% of minority new transfers and 44% of URM transfers).

Demographic trends indicate the proportion of URM and low-income students among Maryland’s high school graduate population has grown and will continue to grow. While we’ve made progress in recruiting these students as FYFT students, as seen in the increasing diversity of our FYFT class, we’ve struggled to engage them as transfer students. Barriers to recruitment have included limited pathways, partnerships and articulation agreements leading to developing enrollment pipelines; insufficient human resources to engage CC students; and, limited infrastructure and resources to streamline and expedite transfer credit evaluations. In addition to the transfer initiatives addressed in the student success section of the main narrative, we’ve recently: signed a Degrees to Succeed partnership with the Community College of Baltimore County; re-engaged our academic deans in prioritizing developing program to program articulation agreements; invested, in partnership with our Center for Global Education, in the purchase and implementation of Terra Dotta, a platform to facilitate partnership agreements both internationally and domestically; hired our first, full-time Pre-Transfer Advising Coordinator primarily working on-site at our four primary sending community colleges, assisting prospective transfer students with academic planning; purchased and implemented Smart Panda Rule Builder and Raptor, tools to streamline and speed up transfer credit evaluation services; hired a Coordinator of Second Year and Transfer Programs to support transfer students’ successful transition from CC to university study; and, hired an Assistant Director for Transfer Student Success to foster connections and a sense of community among our transfer students.

But we can’t stop here. The changing demographic profile of high school graduates suggests more of the college-going population will opt to attend an open enrollment two-year institution as the first step in their postsecondary career. In anticipation of an increasing proportion of our students entering as new transfers, we’ve made the recruitment and success of transfer students a key component of our Strategic Enrollment Plan (SEP). The Transfer Initiative, a Student Success SEP priority, organizes the various transfer-focused activities into a single campus-wide coordinated support effort (UMBC Transfer Success Committee), focusing on increased CC engagement. Key objectives and primary outcomes of the initiative planned to



bolster transfer recruitment include: inventorying existing transfer resources, examining best practices, leveraging data to identify unmet needs and monitoring and assessing ongoing transfer-focused initiatives, as well as the development of a coordinated Pre-Transfer Advising (PTA) program that places UMBC staff advisors onsite at key CCs, ensuring a strong and consistent presence and bridging the gap between prospective CC students and UMBC.

**2) Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?** UMBC has a strong commitment to diversity. We can claim, unequivocally, that we examine and disaggregate our institutional data with a lens on diversity and equity issues. We disaggregate student data from application to degree attainment by race/ethnicity, sex, and other demographic characteristics. Data analytics on student success measures, including retention and graduation rates, course performance, course withdrawal and repeat patterns, are also broken out student population groups. These analyses revealed an area of inequity: student retention and graduation rates when disaggregated by race/ethnicity and sex.

We have identified a gap in retention and graduation performance between male and female students, with female students retaining and graduating in higher proportions. Data analyses on disaggregated data indicate that of our overall population, Black transfer students do not retain or graduate at the level of the overall transfer population. Further disaggregation reveals that Black, male STEM transfer students represent the most significant equity gap. Diving deeper to explain these differences, we found fewer Black transfer students enter with 30-59 credits and GPAs of 3.5 to 4.0 (12%) versus non-Black transfer students (25%). Additionally, we found Black STEM students with transfer GPAs of 3.0 to 3.9 have higher DFW rates in their first UMBC math course compared to non-Black transfer students in those GPA bands.

We've begun implementing several strategies to mitigate these inequities and encourage success for Black male STEM transfers, including targeting this population in our UIA work, where we've launched the Black Student Success Initiative (BSSI). We've also planned an Off-Campus Student Services-managed Black Male Transfer Student Initiative, and, as discussed above, made the Transfer Initiative a Strategic Enrollment Plan priority.

More generally, we have hired a Transfer Advocate and 10 peer advocates in the Academic Success Center to focus on supporting transfer students identified through data analytics or by faculty or staff referrals. While not specifically equity-focused, the outcomes mentioned above (e.g., higher DFW rates) would prompt referral to the ASC. Also, we are looking closely at sophomore attrition (students not returning for the third year,) and identifying ways to support students leaving UMBC after making significant progress. The Individualized Study Program (INDS) has been authorized to offer a Multidisciplinary Studies Track (MDST) option to students who have invested considerable time and money pursuing a degree but are unable to complete their current pathway. Typically, these students have (1) reached the end of their journey within a traditional major OR (2) left UMBC having already invested considerable time and resources into earning academic credits, but without the benefits of having completed a bachelor's degree. INDS offers both a MDST B.A. and a B.S. option, making this a viable alternative for struggling STEM students.

<sup>1</sup> Data reported for 2021 & 2022 are based on UMBC internal rates plus those identified by MHEC as having been retained at another public four-year MD institution. Rates provided by MHEC (based on SSN) for those retained at UMBC were significantly lower than internally generated rates.

# USM - University of Maryland Baltimore County

## 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

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.

## 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 six months from graduation from 61 percent in fiscal year 2020 to 70 percent in fiscal year 2025.
- Obj. 1.2** Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 82.9 percent in Survey Year 2017 to 90 percent in Survey Year 2020.
- Obj. 1.3** Maintain the percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school six months following graduation at 25 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 enrolled or planning to enroll in graduate/professional school within six months of graduation from 87 percent in fiscal year 2020 to 90 percent in fiscal year 2025.

Performance Measures (Triennial Measures)	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Employment rate (full or part-time) of bachelor's degree recipients within 6 months of graduation	71.8%	65.3%	68.6%	61.3%	65.4%	67.0%	69.0%
Percent of bachelor's degree recipients satisfied with education received for employment	N/A	N/A	N/A	N/A	74.6%	75.0%	75.0%
Percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six months of	15.4%	18.2%	19.3%	25.6%	23.2%	25.0%	25.0%
Percent of African-American bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six	20.6%	23.7%	23.9%	31.4%	30.8%	25.0%	25.0%
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	N/A	N/A	N/A	N/A	84.5%	85.0%	85.0%
Percent of bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation	87.2%	79.9%	87.8%	86.9%	88.6%	89.0%	90.0%
Percent of African-American bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation	88.9%	83.5%	88.6%	87.3%	91.9%	90.0%	90.0%

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# USM - University of Maryland Baltimore County

## 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 53 in fiscal year 2020 to 75 in fiscal year 2025.
- 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 1,450 in fiscal year 2020 to 1,500 in fiscal year 2025.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of undergraduates in teacher training programs	179	115	104	98	65	68	71
Number of post-bachelor's students in teacher training programs	161	108	157	181	144	150	155
Number of undergraduates completing teacher training program	34	26	23	29	25	31	33
Number of post-bachelor's students completing teacher training program	36	38	30	40	55	58	61
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	6,438	6,708	6,658	6,561	6,596	6,552	6,550
Number of baccalaureate graduates of STEM programs	1,333	1,427	1,452	1,465	1,456	1,450	1,450
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 2025 the number of companies graduating from UMBC incubator programs each year at six or more.
- Obj. 3.2** Maintain through 2025 the number of jobs created through UMBC's Technology Center and Research Park at 1,460 or more.
- Obj. 3.3** Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 34.7 in fiscal year 2020 to 35 in fiscal year 2025.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Companies graduating from UMBC incubator programs	20	11	6	8	6	6	6
Number of jobs created by UMBC's Technology Center and Research Park	1,450	1,460	1,460	1,460	1,480	1,480	1,480
Three-year average number of invention disclosures	27.33	28	34.67	35	35.33	34	34.33

# USM - University of Maryland Baltimore County

## Goal 4. Enhance access and success of minority students.

- Obj. 4.1 Increase the percentage of African-American undergraduate students from 19.0 percent in fiscal year 2020 to 20.0 percent in fiscal year 2025.
- Obj. 4.2 Maintain a second-year retention rate of African-American students at 90 percent or greater through fiscal year 2025.
- Obj. 4.3 Maintain the six-year graduation rate of African-American Students at 75 percent or greater through fiscal year 2025.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent African-American of undergraduate students enrolled	18.0%	18.2%	19.0%	20.1%	21.1%	22.8%	22.5%
Percent minority of undergraduate students enrolled	51.6%	52.9%	54.4%	56.9%	59.0%	61.4%	60.0%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	90.0%	87.2%	90.2%	90.2%	89.9%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	61.2%	65.9%	76.8%	73.7%	72.6%	75.0%	75.0%

## Goal 5. Enhance success of all students.

- Obj. 5.1 Maintain a second-year retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2025.
- Obj. 5.2 Maintain the six-year graduation rate of UMBC undergraduates at 75 percent or greater through fiscal year 2025.
- Obj. 5.3 Increase the number of Ph.D. degrees awarded from 87 in fiscal year 2020 to 100 in fiscal year 2025.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Ratio of full-time equivalent students to full-time instructional faculty	21.4	21.9	21	20.3	20.98	20.0	20.0
Second-year retention rate at UMBC (or another public university in Maryland) of students	87.3%	86.5%	89.8%	90.5%	90.8%	90.0%	90.0%
Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	6th	4th	4th	4th	3rd	3rd	3rd
Six-year graduation rate of students from UMBC (or another public university in Maryland)	66.4%	71.0%	75.4%	77.8%	76.5%	75.0%	75.0%
Number of Ph.D. degrees awarded	94	81	87	89	103	100	104

## Goal 6. Provide quality research.

- Obj. 6.1 Increase the amount of total federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty from \$131,587 in fiscal year 2020 to \$135,000 in fiscal year 2025.
- Obj. 6.2 Rank in the top half among public research peer institutions (4th in 2020) in average annual growth rate (5-year) in federal research and development (R&D) expenditures.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Total federal R&D expenditures in S&E per full-time faculty	\$123,242	\$124,551	\$131,587	\$133,130	\$134,371	\$149,500	\$154,000
Rank among public research peer institutions in five-year average	9th	3rd	4th	7th	6th	5th	5th

**UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP)**  
**2022 Managing for Results**

**Institutional Assessment**

The University of Maryland (UMCP) has an outstanding reputation as a public research university. It attracts and retains renowned faculty and provides students with an affordable, accessible education that is one of the nation's best. UMCP collaborates with federal agencies, foundations, industries, and companies to create and develop new knowledge and products and build the Maryland economy.

UMCP has made commitments and progress on sustainability, diversity and innovation. It will become a net-zero, carbon-neutral campus by 2025, with an all-electric vehicle fleet by 2035. The \$40 million Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) program will increase faculty diversity in departments across campus. The Jones-Hill House, a new football performance center that honors the legacy of two athletes who broke conference color barriers, is both an athletic training facility and a center for academic support for athletes. The Arts for All initiative partners the arts with the sciences, technology and other disciplines to develop new and reimagined curricular experiences that will support innovation and partnerships. Ongoing substantial investment in the Discovery District is strengthening research, innovation, and entrepreneurship. This report addresses UMCP's progress toward goals that reflect the priorities of the *2017-2021 Maryland State Plan for Postsecondary Education*.

**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. UMCP works to attract, admit, and enroll entering classes of freshmen and transfer students from throughout Maryland and around the world who are diverse, academically talented, and who have the potential to bring a wide variety of skills and abilities to enhance the educational environment both inside and outside the classroom. To realize this goal, the Office of Undergraduate Admissions implements targeted and personalized recruitment strategies. As a result, UMCP enrolled a Fall 2021 entering freshman class with a 4.39 average high school grade point average. Among the middle 50% of those students who chose to have their standardized test scores considered as a part of their application review, the combined SAT score was 1360-1500 and the average ACT was 32.

Graduate Programs. The Fall 2011 doctorate cohort achieved a 67% 10-year completion rate. For FY21 PhD graduates, the median time-to-degree was 5.7 years. In FY22, the Graduate School provided \$12.2M to recruit, retain, and promote the success of graduate students. This includes \$7.9M in stipends, \$4.1M in tuition and fees, and \$190K for travel, health insurance, and other support. About 1,300 students were awarded funds from the Graduate School, including 788 Dean's Fellowship recipients, 25 Flagship Fellows, 5 McNair Fellows, 63 Wylie Fellows, 83 Summer Research Fellows, 223 travel grant recipients, and 106 who received other funding. \$410K was awarded to faculty for research projects that directly involved graduate students.

Retention, Graduation, and Closing the Achievement Gap. The Student Academic Success-Degree Completion Policy provides advising, four-year graduation plans, and benchmarks for majors. UMCP requires interventions for students on probation and/or with a cumulative GPA under 2.3. In AY21-22, 334 students were invited to participate in the Terrapin Success Plan, which helps academic probation students understand University policy and explore barriers to success. The Registrar's Office and academic units notify students who did not register in order to resolve outstanding issues. The Student Success Office oversees re-enrollment and works with those on probation and dismissal, setting conditions for reinstatement. The Pre-Transfer Advising Program helps prospective transfer students develop academic plans for transfer and estimate time-to-degree completion. The program worked with about 10,000 students in FY22, including those from local community colleges. The Transitional Advising Program provides high-credit, undeclared students with resources to explore and declare a major. In FY22, advisors met with 59 students, noticing an increase in those moving between STEM majors and those interested in computer science.

Diversity. The ADA Coordinator within the Office of Diversity and Inclusion (ODI) has worked across campus to improve environments for people with disabilities. The TerrapinSTRONG onboarding initiative to promote inclusion is offered to all students, faculty, and staff to educate, inform and unite the community around common values. University administration continues its partnership to address critical issues on critical issues defined by Black student leaders. In response to campus and national issues, ODI produced webinars to educate and encourage further discussion and action, including a series focused on Jewish identity and antisemitism.

Innovation and Entrepreneurship. The Academy for Innovation and Entrepreneurship engages students and provides opportunities for students to creatively solve problems across disciplines. In FY21, over 13,831 students participated in 404 courses, competitions, hackathons, and workshops. UMCP earned Top 10 in Innovation & Entrepreneurship rankings in Entrepreneur Magazine / Princeton Review's Best Colleges for the seventh consecutive year. UMCP ranked tenth for undergraduate entrepreneurship education overall and fourth among public universities and named a top 25 program for graduate entrepreneurship studies for the tenth consecutive year.

Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) promotes and supports effective, engaging, efficient, and equitable teaching innovations. Last year, 123 instructors participated in Design Sprints to redesign their courses; the TLTC provided 318 consultations to instructors; and there were 1,494 faculty, graduate students, and staff participants. The TLTC also managed the grant administration process for the 2022 Teaching and Learning Grants and received 33 program-level proposals and 101 course-level proposals. The TLTC's Learning Success unit supported 30,194 student visits from 6,752 students. Guided study sessions supported 25,861 visits by 5,655 students, impacting 73 sections of 22 courses; the Math Success Program supported 4,193 visits from 957 students; and staff provided consultations to 140 students seeking math assistance. The TLTC continued partnering with campus stakeholders on critical initiatives, including developing faculty teaching portfolios, teaching peer reviews, learning outcomes assessment, redesigning and piloting the university's course evaluation, and developing a campus-wide onboarding training on diversity and inclusion.

Quality of the Faculty. UMCP hired 39 new tenured or tenure-track faculty in FY22, 44% of whom are female and 49% of whom are Asian, Black/African American, or Hispanic. UMCP

faculty received three Fulbright Scholarships, three Sloan Fellowships, and one grant each from the NEH and NEA, as well as significant grants from the Bezos Earth Fund, the Meta/Facebook Foundation, and the Mellon Foundation. Four were elected members of the National and American Academies, four were elected fellows of the American Association for the Advancement of Science, and eleven began NSF CAREER award grants. UMCP strengthens faculty development and diversity programs through online and in-person workshops for faculty and administrators, the ADVANCE program that invests in faculty success and inclusive work environments, and the FAMILIE initiative for recruiting excellent diverse faculty. In Spring 2022, the Provost held faculty dialogue sessions to gather feedback on improving approaches to and recognition of teaching, research, and service, with particular emphasis on diversity, equity, and inclusion.

The ADVANCE program supports recruiting, retaining, growing, and advancing a diverse faculty. This year, ADVANCE facilitated four peer mentoring networks; provided 1:1 career support; trained faculty on inclusive hiring practices and effective and equitable faculty evaluation; developed an equity coaches program designed to increase the number of faculty who are engaged in equity work within their own units and across campus; and advised on COVID-19-related policy and practice. ADVANCE hosted two research events focused on gender issues in academic careers. Faculty who participated in ADVANCE's peer networks indicated positive increases in their career efficacy and network development. Faculty who participated in ADVANCE workshops reported greater awareness of the ways bias manifests in academia and gained better knowledge of the strategies to mitigate it.

**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 education affordable for Maryland residents. Despite pandemic disruptions, awards from UMCP's need-based grant program increased from FY21 to FY22 by 10%. During FY20, FY21, and FY22, UMCP distributed more than \$50M to over 16,000 undergraduate and graduate students from the federal Higher Education Emergency Relief Fund to help cover COVID-related emergency expenses and other educational costs. UMCP continues to prioritize funding for low-income students in its fundraising efforts. The C.D. Mote, Jr. Incentive Awards Program has sustained growth, providing funding for low-income students from Baltimore City, Prince George's County, Charles County, and Montgomery County high schools and serving 69 students in FY22. The Maryland Promise Program (MPP), a campus-wide need-based scholarship program, is supporting more than 120 students in Fall 2022. The MPP fund is expected to grow to a \$100M fund annually. Once fully funded, it will support 200-250 students. The Office of Financial Aid increased first-generation college student outreach to encourage completion of federal and state financial aid requirements. 64% of undergraduate students who apply for financial aid receive some form of assistance and only 38% of students graduate with student loan debt, lower than the national average (62%).

Accessibility. UMCP is committed to providing Maryland residents with accessible, affordable education and continues to build undergraduate programs at regional centers. These programs are designed for students who complete two years of coursework at a community college, reducing the cost of earning a baccalaureate degree. The pandemic created challenges for enrollment

growth but planning for new program offerings continues. The Embedded Systems and the Internet of Things engineering program launched in Fall 2020 at the Universities at Shady Grove (USG), with its first graduates in Spring 2022. A new program in Biocomputational Engineering launched in Fall 2021 at USG. The proposed Mechatronics program was denied by the Maryland Higher Education Commission so did not launch as anticipated but is now approved for offering starting in Fall 2024. A new program in Fermentation Science at USG has a planned launch date of Fall 2023. Programs in mechanical and electrical engineering are in place at the University System of Maryland Southern Maryland (USMSM) Regional Center. The recent opening of the new SMART building at USMSM, along with renewed relationships with the College of Southern Maryland, will provide opportunities for growth over the coming years.

**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. As of July 1, 2022 research awards totaled about \$634.6M including a new Quantum Institute (\$25M) in robust quantum simulation and modeling from the National Science Foundation, and renewed and sustained funding of cooperative agreements with NASA and the Department of Defense. Notable awards were received across campus, including funding from the Army Research Laboratory (autonomy, analytics), The Andrew W. Mellon Foundation (programming to support and address the lack of diversity in higher education leadership), The Carnegie Corporation (two prestigious faculty fellowships), and The Bill and Melinda Gates Foundation (to assess the impact of test-optional admissions policies). Four awards for cutting-edge instrumentation (three from DOD, one from NSF) were awarded to UMCP faculty. UMCP launched the largest and most comprehensive grant program in its history in FY22: \$30M of institutional investments to catalyze researchers' efforts to propose and address novel solutions to some of society's grand challenges. New research initiatives in microelectronics and early research career development are underway.

Economic Growth and Vitality. UMCP was awarded a \$15M grant from the National Science Foundation to create and lead the NSF Mid-Atlantic Innovation Hub, part of the National Innovation Network that will sustain a diverse and inclusive innovation ecosystem throughout the U.S. UMCP officially announced and launched the Discovery Fund to support companies and startups based in College Park and throughout Prince George's County and awarded \$500K in grants and investments. In FY22, UMCP generated 166 invention disclosures, secured 45 U.S. patents, executed 14 licenses, and launched two startups. The TEDCO Maryland Innovation Initiative funded five UMCP team projects, totaling \$660K.

Local Economic Development. The \$300M Greater College Park Discovery District development project to build 550,000 square feet of research, office, and retail space by 2024, with Trader Joe's set to open this year continues. Between March 2020 and February 2022, the Small Business Development Center counseled and/or trained 13,976 entrepreneurs and small business owners; helped clients create or retain 66,403 jobs statewide; assisted clients in obtaining over \$239M in loans or equity financing; and helped entrepreneurs start 545 businesses. UMCP launched the Mid-Atlantic Veterans Business Outreach Center in November 2021, which provides free training, mentoring, and networking to service members and veterans transitioning into the state economy by starting or growing a business.



MPowering the State. MPower is a strategic partnership between UMCP and UMB to foster growth in Maryland's innovation economy through joint programs that fuel the state's reputation as a research and commercialization leader. One program, UM Ventures, combines entrepreneurial resources to commercialize university inventions, launch university startups, and add jobs. In FY21, UM Ventures tallied 489 potential inventions from faculty, with 66 licensed to companies, generating +\$4M in licensing revenue to UMCP and UMB. New funding in FY23 targets the development and location of university-created or -sponsored technology companies in Prince George's County and Baltimore City, enhancing academic programming in emerging fields at UMCP, e.g., quantum technologies, advanced data computing, and information technologies. Eight inaugural MPower professors (four from UMCP) were named in FY22 to recognize, incentivize, and foster collaborations between faculty in Baltimore and College Park.

**Goal 4. Expand our Maryland family of alumni and constituents to achieve a new level of engagement and support that is the hallmark of an outstanding research institution.**

Expanding the Maryland Family. In FY22, the alumni donor count increased by 3% compared to FY21. The Office of Annual Giving's annual Giving Day raised nearly \$4M and accumulated nearly 9,000 donors in 24 hours. The Giving Tuesday campaign helped sustain alumni retention. Alumni Association memberships increased this fiscal year resulting in a historical retention rate of 65%. Alumni acquisition audiences were also offered an introductory membership rate, netting nearly 400 new members. Athletic fundraising saw a rebound thanks to the continuation of new alumni booster engagement and more alumni-centric solicitations.

Support. The Fearless Ideas campaign reached its \$1.5B goal months ahead of its scheduled conclusion. The campaign raised \$1.55B. The campaign comprised nearly 120K donors, 990 of whom were first-time major donors of \$50K or more. The team surpassed its FY22 annual fundraising goal of \$200M, raising \$242M – 16.3% above goal. Donor visits increased 3.6% compared to FY21.

Endowment Support. While the market led to leaner-than-expected growth, the UMCP endowment portfolio is outperforming benchmarks set by the USM Foundation's Investment Committee on a one-, three-, five- and 10-year basis, still achieving and exceeding its goals. The endowment portfolio continues to preserve long-term intergenerational wealth over a three-, five-, and 10-year period, and year over year grew its principal balance from new endowed support for the university as well as stable investment returns.

**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 Enrollment in Areas Targeted for Workforce Development. The College of Computer, Mathematical and Natural Sciences, A. James Clark School of Engineering, the College of Information Studies (iSchool), and the School of Public Health have robust undergraduate enrollments in areas of workforce needs that continue to grow. The iSchool developed a new undergraduate Bachelor of Arts program in Information Technology Design, broadening its approach into human-centered design. New majors in Human Development (in the College of

Education) and Neuroscience (joint between the departments of Psychology and Biology) launched in 2020, now with 38 and 102 majors, respectively. A new major in Immersive Media Design (joint between the departments of Art and Computer Science) was approved in February 2020 and is beginning to ramp up. Through the Governor's Workforce Development Initiative, UMCP is hiring faculty and supporting graduate assistants to increase capacity in these and other critical areas. New undergraduate majors in Fermentation Science and Social Data Science were approved in 2021 and are preparing to launch.

UMCP continues to produce top graduates from diverse backgrounds. According to 2021 *Diverse: Issues in Higher Education*, UMCP ranks in the top five for producing African American doctoral degrees in public health and African American bachelor's degrees in social science. For bachelor's degree producers, UCMP ranks fourth in public health and third in computer and information sciences and support services for all minorities.

In the First-Year Innovation & Research Experience (FIRE) program, students earn degree credit while engaging with faculty and peers in a multi-year mentored research experience. In 2022, FIRE will serve over 1,300 students from nearly all majors through 16 research groups representing the natural, social and technological sciences.

Teacher Education and STEM Production. The College of Education (EDUC) continues to respond to the needs of the workforce using evidence-based practices. The number of students enrolled in EDUC majors increased from 509 in FY20 to 571 in FY21, and was 522 in FY22. EDUC partners with school districts and community colleges to improve the teacher pipeline, attract a wider pool of applicants, and reduce barriers to entering the profession. To address shortage areas, EDUC continues to expand the number of partnerships with multiple school districts for teacher development, early field experiences, and residencies, as well as broadening our innovative, grow-your-own teacher preparation programs in the largest districts in the state. In Prince George's County, high school students can join an early/middle college program to become eligible for elementary education, early childhood/special education, or middle school math and science education. In Montgomery County, we have strengthened our teaching pathway for paraprofessionals to become eligible for teacher certification through our Creative Initiatives in Teacher Education program (CITE). The B.S. in Early Childhood and Early Childhood Special Education has grown from 21 in AY20 to 26 in AY22, increasing the number of special education teachers offering a teaching pathway to students from birth to elementary school. The recently approved Track 2 Special Education program, will expand the number of students who are eligible for jobs in special education classrooms through the elementary grades. Recently filled coordinator vacancies in both world languages and mathematics education provide a reason to expect continued growth in these shortage areas.

In FY22, UMCP awarded 5,209 STEM degrees total, including 4,079 bachelor's degrees, 47 post-baccalaureate degrees, 687 master's degrees, and 396 doctorate degrees. Our STEM education numbers increased from 32 in AY20 to 38 in AY 21, but have decreased to 23 in AY22. External funding and expansion of the college's donor network provides additional options to address financial barriers impacting the candidate pool in critical areas (e.g., STEM).

## Response to the Commission's Questions

***What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?***

UMCP's annual institutional aid budget, the lowest compared to our peers in the Big Ten Conference, has been a barrier to the successful yield and retention of new and returning undergraduate students. The limited need-based institutional aid budget impacts our ability to enroll and retain low-income Maryland residents, particularly those who are Pell eligible.

***Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?***

The Office of Undergraduate Admissions and the Graduate School track data related to admissions, acceptance, and yield by diverse identity categories. This information helps recruitment efforts and retention programming. Recruitment enhancements include college application workshops for rising high school seniors and an evening reception for admitted students designed to encourage freshman enrollment for Prince George's County residents.

The Office of Institutional Research, Planning and Assessment publishes reports that disaggregate enrollments, degrees granted, and retention/graduation by race/ethnicity, gender, and first-generation status. These data are reviewed annually by college deans. Disaggregation allows the university to look at student success by gender, race/ethnicity, first-generation status, and college to tailor retention and student success efforts as appropriate.

The Campus Assessment Working Group administers surveys to first-year students and juniors and seniors to gain insight into student perceptions on various topics, including those that indicate a sense of belonging. Annual surveys include DEI-focused questions, and some survey responses allow us to see what issues may be of particular concern to specific populations.

UMCP is partnering with 14 institutions to promote inclusive teaching practices and foster a welcoming environment, particularly in the natural sciences. This multi-institutional effort is supported by an \$8M grant over six years from the Howard Hughes Medical Institute. UMCP's portion is led by CMNS with participation by six additional units across the campus. Additionally, UMCP hired an expert in educational effectiveness within our Teaching and Learning Transformation Center, who will work with educators across the campus to further develop our learning analytics efforts aimed at improving educational opportunities for all students.

# USM - University of Maryland, College Park Campus

## 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 8 percentage points in 2019 to at or below 6 percentage points in 2024.
- Obj. 1.2** Reduce the difference in six-year graduation rates between all students and Hispanic students from 6 percentage points in 2019 to 5 percentage points in 2024.
- Obj. 1.3** Create an ethnically and racially diverse community by achieving and maintaining a critical mass of at least 45 percent minority undergraduate students through increased recruitment and retention efforts of minority students between 2019 and 2024.
- Obj. 1.4** Maintain the second-year retention rate of all UMCP students at 95 percent in 2019 through 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage point difference in graduation rates from UMCP							
African-American students and all students	6	8	6	3	5	6	6
Hispanic students and all students	<1	6	6	6	2	5	6
Percentage of minority undergraduate students enrolled in UMCP	43.3%	43.0%	38.0%	43.9%	47.0%	45.0%	45.0%
Second-year freshman retention rate from UMCP: all students	95.8%	95.2%	95.2%	95.4%	95.5%	95.5%	95.5%
All minority students	96.7%	95.7%	96.2%	95.9%	95.5%	96.0%	96.0%
All African-American students	95.1%	94.4%	95.7%	95.7%	94.1%	94.8%	95.0%
All Hispanic students	95.7%	92.7%	95.3%	93.1%	93.8%	93.5%	94.0%

# USM - University of Maryland, College Park Campus

- Obj. 1.5 Increase the six-year graduation rate for all UMCP students from 86 percent in 2019 to 88 percent by 2024.
- Obj. 1.6 Maintain the second-year retention rate of all UMCP minority students at 96 percent in 2019 through 2024.
- Obj. 1.7 Increase the six-year graduation rate for all UMCP minority students from 84 percent in 2019 to 86 percent by 2024.
- Obj. 1.8 Increase the second-year retention rate of UMCP African-American students from 94 percent in 2019 to 95 percent by 2024.
- Obj. 1.9 Increase the six-year graduation rate for UMCP African-American students from 78 percent in 2019 to 80 percent by 2024.
- Obj. 1.10 Increase the second-year retention rate of UMCP Hispanic students from 93 percent in 2019 to 94 percent by 2024.
- Obj. 1.11 Increase the six-year graduation rate for UMCP Hispanic students from 80 percent in 2019 to 82 percent by 2024.
- Obj. 1.12 Increase the percentage of transfer students who graduate at UMCP from 81 percent in 2019 to 84 percent by 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
First-time freshman six-year graduation rate from UMCP: all students	85.4%	86.2%	87.1%	87.0%	88.3%	87.5%	88.0%
All minority students	84.8%	83.7%	85.2%	85.8%	87.8%	85.5%	86.0%
All African-American students	79.5%	77.9%	81.3%	83.7%	82.9%	79.5%	80.0%
All Hispanic students	85.0%	80.2%	81.5%	81.4%	86.3%	81.5%	82.0%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in Maryland)	79.0%	81.0%	81.0%	84.0%	84.0%	83.0%	84.0%

**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 2 percent between 2019 and 2024.
- Obj. 2.2 Increase the six-year graduation rate for first-time freshmen Pell grant recipients from 80% percent in 2019 to 83 percent in 2024.
- Obj. 2.3 Increase the six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant from 84 percent in 2019 to 86 percent in 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percentage of borrowers in the class who enter repayment on federal loans and default prior to the end of the following fiscal year	2.4%	2.1%	2.3%	2.4%	1.8%	2.0%	2.0%
Six-year graduation rate for first-time freshmen Pell grant recipients	78.6%	80.1%	80.7%	81.9%	84.3%	85.5%	85.5%
Six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant	84.1%	84.0%	84.8%	83.7%	86.0%	85.5%	86.0%

# USM - University of Maryland, College Park Campus

**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 for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in fiscal year 2019 to \$1,187 million in fiscal year 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
<sup>1</sup> Total R&D expenditures, as reported by NSF (\$ millions)	\$976	\$1,016	\$1,097	\$1,103	\$1,142	\$1,164	\$1,187

**Goal 4. Expand our Maryland family of alumni and constituents to achieve a new level of engagement and 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 20,737 in 2019 to 24,000 by 2024.

**Obj. 4.2** Increase the total amount of philanthropic support raised by UMCP from \$200 million in 2019 to \$205 million by 2024.

**Obj. 4.3** Increase the UMCP endowment market value from \$584 million in 2019 to \$650 million by 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Total number of annual alumni donors	22,141	20,737	19,074	20,825	21,454	23,000	24,000
Total amount of philanthropic support raised by UMCP (millions)	256	200	168	205	243	220	220
UMCP endowment market value (millions)	\$531	\$584	\$640	\$917	\$953	\$650	\$650

**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** Increase the number of UMCP degrees in STEM fields (science, technology, engineering, and math) from 4,812 in 2019 to 7,070 by 2024.

**Obj. 5.2** Maintain the number of UMCP teacher education program completers from 244 in 2019 to 250 or higher in 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of UMCP STEM field degrees	4,399	4,812	5,128	5,192	5,209	6,000	6,700
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	280	244	238	256	252	215	250
Percent of bachelor's degree recipients who are employed one year after graduation, based on the Career Center's First Destination Survey	71%	73%	78%	74%	71%	72%	73%
Percent of bachelor's degree recipients who enroll in a graduate program within one year of graduation, based on data from the National Student Clearinghouse	19%	19%	18%	20%	17%	18%	19%

## NOTES

<sup>1</sup> Starting in 2020, this metric combines R&D expenditures from UMCP and University of Maryland Baltimore. Older data are from UMCP only.

**UNIVERSITY OF MARYLAND EASTERN SHORE**  
**Managing for Results Accountability Report - 2022**

**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**

The student enrollment headcount has been experiencing a continuous decline between 10 – 15% over the past five years. UMES is extremely diverse environment where the gender for the past six years has averaged a 56% female to 43% male student enrollment rate. UMES also touts a geographic diversity with students from 25 counties in Maryland, from 38 states of the United States, and from 37 countries throughout the world.

The graduate enrollment headcount had been experiencing a gradual decline from Fall 2016 (628 headcount) but has experienced a slight improvement with an ~5% increase over the past year from 554 to 578 in Fall 2019 and Fall 2020, respectively. UMES is continuing its efforts to recruit more students at the graduate level.

Although UMES' strategic priorities have guided this institution throughout these times, the COVID-19 pandemic mandated additional foci in the strategies and an adjustment to the new demands of our current student population as well as our future students. UMES' strategic plan implementation continues to focus on high quality instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. This plan is also a continuous complement to the Maryland State Plan for Postsecondary Education of equity, success practices, and innovative improvements of access and success.

**Accountability Goals, Objectives, and Performance Measures**

UMES' strategic plan goals have guided the Managing for Results (MFR) effort over the course of AY 2019-2020. The aggressive agenda of the plan sets the course for progress and advancement in the following key areas:

- (1) *Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders (MFR objectives 2.1, 2.2 and 2.5)* provide insight into opportunities UMES offers to diverse populations of students, faculty and staff.

UMES is among USM institutions with most diverse student and faculty populations. Fall 2020 enrollment included 46% African American, 15% White, 4% two or more races, 5% Hispanic, 9% Foreign, 2% Asian, < 1% Native American, < 1% Native Hawaiian, and 25% unknown. Similarly, faculty include 36% African American, 38% White, 13% Asian, 4% Hispanic, 3% Foreign, 2% two or More Race, < 1% Native Hawaiian/Pacific Islander and < 1% other.

The number of first-generation freshmen experienced a 10% increase from 40% to 44% in 2020 and 2021. The economically disadvantaged students also increased by ~10% from 53% to 58% in 2020 and 2021. To underscore UMES' commitment to maintaining a working and learning environment that is inclusive and free of discriminatory conduct, President Anderson has established the Office of Institutional Equity and Compliance. This office, among other things, facilitates resolution of matters of concern among members of the UMES community.

(2) *Increase access, attainment and degree completion through improved communication and pro-active data analysis (MFR Objectives 4.1, 4.2, 4.3, and 4.4)* provide insight into UMES' effectiveness in supporting its students to achieve their goals.

During this reporting period (2022) UMES missed its targets for decreased second year retention rate for all students from 73% to 65%. The six-year graduation rate for all students decreased from 43% to 41%. The second-year retention rate for all African American students increased from 73% to 67%. The six-year graduation rate for African American students decreased from 40% to 39%. The path to achieving the goals on these indicators by 2024 continues to show areas that need to be evaluated while other areas are performing extremely well. As a highlight to UMES' commitment to continuous progress, the undergraduate Biochemistry, Finance, and Aviation Science programs have increased their annual total degree awards by more than 50% every year since 2016.

(3) *Become a leading USM partner in research, innovation, and economic competitiveness (MFR Objective 3.3)* provides insight into UMES' efforts at contributing to the USM research and innovation initiatives.

UMES' target of 145 STEM awards was not achieved during this reporting period. Only 127 STEM degrees were conferred during AY 2021-2022. Although the number of STEM degrees were slightly less than the target, UMES maintained its Doctoral University (High Research Activity) Carnegie Classification. In AY 2021-2022, UMES awarded 68 Doctoral Research/Scholarship and Doctoral Professional Practice, 60 Master's and 385 Bachelor's degrees.

Also, UMES' research has led to the procurement of 94 grants in FY 2021 resulting in over \$ 19.4 million. The COVID19/C.A.R.E.S. ACT funding raises the total combined funding to \$ 36.7 million. There has been a 2% improvement over the previous three year's indicating UMES' commitment to research.

(4) *Meet the educational needs of the state of Maryland with high quality and innovative academic programming (MFR Objectives 1.1, 1.2, and 1.3)* provide insight into preparedness of graduates.

UMES is consistently reviewing its program offerings to ensure that it meets the needs of its students and other stakeholders effectively. Then newly reinstated Physician's Assistant MMS program marks its second class of 19 students for Fall 2021 and has met the estimated overall enrollment of 35 for Fall 2021. In recognition of health challenges faced by rural communities on the Eastern Shore and Maryland, UMES is continually moving forward with plans to implement a new post-baccalaureate certificate in Rural Health Disparities and Social Inequities. This program is designed to help students develop, implement, and evaluate services for rural communities.

The Agribusiness Management undergraduate program and Education Leadership graduate program continue to grow their enrollment each Fall semester by an average of 10% per year since Fall 2016.

The University has produced 53 new PharmDs and Physical Therapy professionals. There were 127 Bachelor's degrees in Science, Technology, Engineering and Math fields, and 32 combined undergraduate and graduate awards in Education.



- (5) *V: Maximize university resources (MFR Objectives 5.1 and 5.2)* provide insight into how UMES maximizes/optimizes university resources.

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. Institutional funding has also been procured via grants, contracts, and also donations from friends and alumni of the university. During FY 2022, UMES had a fund-raising goal of \$ 2.5 million and actually exceeded its goal by raising \$9,211,372.00 million which is \$4,860,844 million greater than last year's funds raised.

- (6) *VI: Achieve and maintain national eminence and global impact (MFR Objectives 1.1, and 3-3)* provide insight into UMES' contribution to national eminence and global impact.

UMES remains committed to the preparation of graduates in signature programs to address challenges in a global knowledge-based economy, while also maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World. Since 2016 its teacher preparation programs have consistently achieved a 100% pass rate in PRAXIS II.

UMES continues to promote STEM programs that support applied research and innovation. During AY 2021-2022, UMES awarded 127 STEM degrees to its undergraduate and graduate students. During the AY 2021 – 2022, the faculty has published 22(+7) books, 181(+14) publications, 75(+17) creative works, 307(+123) presentations, and 31(+15) faculty awards. The faculty were awarded three patents, 31 prestigious faculty awards, and were appointed to over 110 leadership positions in professional societies.

UMES remained in the top tier of Historically Black Colleges and Universities (HBCUs) by *U.S. News and World Report* moving up a notch this year to 16th. In addition, UMES has maintained its Doctoral University (High Research Activity) Carnegie classification. Also, the maintenance of its accreditation by the Association to Advance Collegiate Schools of Business (AACSB) places UMES among 5% of the world's schools of business (i.e., there are 755 business schools in 51 countries).

## Academic Quality

### Accreditation and Licensure

UMES has been extremely successful with its teacher licensure assessments. For the past 17 years (i.e., FY 2006 - FY 2021), UMES has reported 100% passage rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (see **Objective 1.1**). This is a result of continuous assessment, innovation, and implementation of our processes and programming. The PRAXIS coordinator continues to work with the students, providing group and individual study sessions in the computer laboratory. The students are encouraged to perform independent reviews and study outside of these settings.

President Anderson has encouraged all the academic departments that currently possess a program accreditation to take appropriate measures to maintain their accreditation as well as improve the overall program outcomes for the students. Those academic programs that currently do not possess an accreditation are encouraged to develop a plan to obtain accreditation. This is especially so with programs where the job market may restrict hires to graduates from an accredited program. All of this is done to produce better professionals for the workforce of today and tomorrow.

UMES is accredited by the Middle States Commission on Higher Education and has maintained its reaffirmation of professional program accreditations for Chemistry, Education, Engineering, Pharmacy, Physical Therapy, Rehabilitation Services, Golf Management, Technology, Hospitality and Tourism Management, Human Ecology, Business Management, Accounting, Marketing, and Finance. In addition to its accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), UMES also is accredited by the American Association of Family and Consumer Sciences (AACFS).

### Faculty

The success of any postsecondary institution's fulfillment of its mission is strongly due in part to the faculty member. Their commitment to the challenge of educating our students and supporting their fulfillment in and out of the classroom is paramount. The performance of the faculty during the onset and current "post-COVID-19" pandemic era truly speaks to their desire to educate the students, whether here at the institution or where they currently reside. The high quality of the faculty is also noted by the increased research, scholarly, and creative productivity results throughout the year.

### 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**). Due to COVID-19, the institution was forced to move to a 100% online teaching modality on March 23, 2020 and returned to face-to-face/in-person instruction in the Fall 2021 semester. Along with the drop in enrollment over the past years, there was a subsequent decrease in the number of online students from 1,574 courses to 1,097 courses with 229 students to 111 from FY 2020 to FY 2021; respectively.

### Enrollment, Retention and Graduation Rates

UMES has experienced a 10% drop in enrollment from the Fall 2020 to Fall 2021 semesters. The institution had been experiencing a continuous enrollment decline since Fall 2015 and over the immediate past years, the COVID-19 pandemic was a major contributing factor.

Student academic performance, which was a known institutional factor, was greatly exaggerated throughout the COVID-19 pandemic. The graduate program's enrollment has been strong amid national downward trends and the overall student population has decreased slightly by 5 students from 578 in Fall 2020 to 573 in Fall 2021. This increase is aided in part by the redeployment of the Physician's Assistant MMS program, bringing an initial cohort of 18 students for Fall 2020 and an estimated overall enrollment of 35 for Fall 2021.

The 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of 72.8% in Fall 2019 resulted in a significant increase of ~10% from the past year. The 1<sup>st</sup> to 3<sup>rd</sup> year retention rate from Fall 2018 is 49.5%. This is an increase of 0.7% from the previous year cycle. This was accomplished through several efforts to support students remotely by the faculty and staff. Also, several service areas within the institution, such as advising, counseling, and technology support, have made several enhancements to support the 100% student online environment with techniques such as intrusive advising.

Staffing challenges notwithstanding, increasing enrollment at both undergraduate and graduate levels continues to be a top priority for all divisions and operational units at UMES. (**Objectives 4.1, 4.2, 4.3 and 4.4**).

## **Maryland Workforce Initiatives and Partnerships**

The enrollment decline over the past six years has motivated the campus to continually reassess and improve our programs to provide a great education with marketable skills to our students. Due to the current deficit of qualified K-12 educators, the Education department is continually recruiting new students while enhancing the skillset of current educators in greater deficit areas especially in STEM. As

an example of the addressing marketable skill, UMES has received a research grant from Maryland Center for Computing Education (MCCE) to address the feasibility of a Mathematics and Computer Science dual degree program. This program will produce students that will be certified in both core Education areas of Mathematics and Computer Science.

Even at this junction, the full impact of the effects of the COVID-19 pandemic upon the institution and the faculty, staff, and students (current and future) has yet to be fully understood. UMES is committed to provide support to the community, the county, the state, and federal levels through our academic services and outreach programs. UMES is a senior voting member with the Minority Serving-Cybersecurity Consortium (MS-CC) that has just received a \$15 million dollar National Science Foundation grant with a strong workforce enhancement component included. The National Aviation Space and Aeronautics Agency (NASA) has also been a provider of funding, training, infrastructure improvements, and internship experiences to the institution.

### **Cost Containment Efforts in FY 2020**

The effort of UMES to maximize the effectiveness and efficiency in the use of all resources to minimize the impact of unfavorable and unforeseen events is continuing. Although the institution has returned to a face-to-face format, the issues that developed due to the COVID-19 pandemic are still a major factor upon the budget and services of both the institution and its students. The technological improvements made provided for the service modality change into an online format; however, that effort was extremely costly due to the already weakened condition of the infrastructure from the beginning. The university was able to meet its annual target of 1.0% in efficiency and effectiveness cost savings for FY 2021. It should be noted that the pandemic exposed the extreme need for additional funding to improve the cyberinfrastructure of the institution.

### **Summary**

As noted last year, the University of Maryland Eastern Shore has still made great progress in several areas despite the negative impact of the COVID-19 pandemic. The institution understands that over the past few years, the incoming classes of students completed their final secondary education years generally-speaking using an online modality. The academic outcomes of these students are unknown but their entrance levels assessments illustrate their extremely diverse needs across the spectrum. This has led to student academic, social, and environmental needs that must be addressed by the institution to support the student's development to become a productive member of society. Nevertheless, the goals and the objectives throughout this reporting period were significant and UMES has stepped forward to achieve them.

UMES has also moved a step closer to meeting President Anderson's goal of being a "Top 10" historically Black institution in the latest Best Colleges survey released by *U.S. News and World Report*. UMES came in at 16 in the publication's 2022 rankings focusing exclusively on historically Black colleges and universities as a group. This is a single level improvement from 2021. UMES has also shown its merit by maintaining its Carnegie level Research II classification. This classification is not merely based upon research revenue awarded but also several attributes regarding the faculty ratio and achievements. The institution has accepted a challenge to seek the Carnegie level Research I classification within 10 years. This lofty goal embraces UMES' motto, "Soar Above and Beyond."

## INSTITUTIONAL RESPONSE TO COMMISSION'S PROMPTS

### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-21 State Plan for Postsecondary Education?**

The biggest challenge the University has faced in meeting the goals and objectives in the State Plan for Postsecondary Education is having adequate financial resources to support our student success initiatives. Over the past few years, the University has focused on several key student success initiatives. They include but are not limited to student scholarships, student academic and non-academic support, and student advising. The student scholarships have been very helpful in providing equitable access to an affordable and quality postsecondary education for our diverse student body. The use of supplemental instruction, faculty tutors, and the provision of mini grants for students with extenuating circumstances have proven to be helpful as well. As the University considers transitioning to a new advising model that will include retention coordinators, additional funding will be needed to support these positions. In summary, as the University continues to focus on improving access and student success, it will need financial resources to scale up these initiatives.

### **Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

Yes, the University has used disaggregated data to identify equity issues with our students. This disaggregated data has provided insight into the educational aptitudes especially with our incoming students in the field of Mathematics for example. In this case, this assessment determines the student's placement into their initial Mathematics course. This disaggregated data allows the institution to address the educational equities and inequities of our incoming students. Based upon this information, the appropriate number of courses at each level and the respective number of sections to be offered as well as the support tools needed to promote each student's success may be determined. The disaggregation of data has also provided insight into budgetary needs for the respective support tools such as faculty and peer tutors, counselors, and intrusive advisors. The University utilizes disaggregated data to support the deficiencies of the students as well as promote operational efficiencies which requires a substantial financial commitment to maintain and provide future enhancements.

# USM - University of Maryland Eastern Shore

## 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 will strategically maintain its doctoral research university classification and serve as a national model for producing globally competent citizenry in the 21st century by: (i) providing access to high quality, values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives; (ii) recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and (iii) creating a culture to develop a systematic approach to successfully close the student achievement gap.

## 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 77 percent in 2017 to 90 percent in 2024.
- Obj. 1.3** Maintain the percentage of students expressing satisfaction with graduate/professional school preparation at a minimum of 90 percent in 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 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)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of students satisfied with education received for graduate/professional school (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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 2024.
- Obj. 2.2** Maintain the percentage of non African-American undergraduate students at a minimum of 25 percent through 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Total undergraduate enrollment	2,862	2,603	2,334	2,070	1,812	1,933	1,958
Percentage of first-generation students enrolled	41%	30%	40%	44%	43%	45%	47%
Percentage of non-African-American undergraduate students enrolled	27%	30%	27%	21%	17%	18%	19%

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# USM - University of Maryland Eastern Shore

**Obj. 2.3** Increase the number of students enrolled in courses using distance education technology from 1,700 in 2019 to 3,000 in 2024.

**Obj. 2.4** Increase the number of students enrolled in courses at off-campus sites from 269 in 2019 to 350 in 2024.

**Obj. 2.5** Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of students enrolled in distance education courses	1,882	1,700	1,574	1,097	894	900	905
Number of students enrolled in courses at off-campus sites	225	269	229	111	156	165	175
Percent of economically disadvantaged students	53%	54%	53%	58%	58%	55%	56%

## 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 15 per year in 2019 to 30 per year in 2024.

**Obj. 3.2** Increase the number of students completing all teacher education programs from 7 in 2019 to 15 in 2024.

**Obj. 3.3** Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 166 in 2019 to 190 in 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Undergraduates enrolled in teacher education programs	15	15	19	34	27	27	28
Students who completed all teacher education programs	20	7	9	29	32	33	34
Number of graduates of STEM programs	99	166	145	145	127	132	139

## 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 66 percent in 2019 to 80 percent in 2024.

**Obj. 4.2** Increase the six-year graduation rate for all UMES students from 46 percent in 2019 to 50 percent in 2024.

**Obj. 4.3** Increase the second-year retention rate for all African-American students from 67 percent in 2019 to 80 percent in 2024.

**Obj. 4.4** Increase the six-year graduation rate for African-Americans from 45 percent in 2019 to 50 percent in 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	68%	66%	68%	73%	65%	67%	69%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	45%	46%	47%	43%	41%	43%	45%
Second-year retention rate at UMES (or another public university in Maryland) for African-American students	68%	67%	68%	74%	67%	68%	69%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	46%	45%	46%	43%	39%	41%	42%

# USM - University of Maryland Eastern Shore

**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 2024.

**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 2024.

<b>Performance Measures</b>	<b>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Est.</b>	<b>2024 Est.</b>
Campaign funds raised (\$ millions)	\$1.7	\$1.4	\$2.9	\$4.4	\$9.2	\$6.0	\$7.5
Percentage rate of operating budget savings	3.0%	2.2%	1.0%	1.0%	1.0%	1.0%	1.0%

# University of Maryland Global Campus 2022 Performance Accountability Report Managing for Results

## Mission

The mission of University of Maryland Global Campus (UMGC) is providing affordable, accessible, and high-quality education to adult students around the world. UMGC 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

UMGC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMGC 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.

## Accountability Goals, Objectives, and Performance Measures

### 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.” UMGC 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 50 percent or greater and the percentage of African American undergraduate students at 25 percent or greater between fiscal year 2019 and fiscal year 2024.*

- In Fall 2021, 53% of undergraduate students enrolled at UMGC were minority students.
- In Fall 2021, the percentage of African American undergraduate students enrolled at UMGC remained at 26%.

*MFR Objective 5.1: Maintain the number of worldwide online enrollments at the fiscal 2019 level of 294,635, maintain the number of African American students enrolled in online courses enrollments at the fiscal 2019 level of 23,905, and maintain the percent of classes taught online at the fiscal 2019 level of 76 percent.*



- UMGC’s worldwide online enrollments reached 305,402 in FY22, which is above the target set in MFR Objective 5.1.
- The number of African American students enrolled in online courses in FY22 totaled 23,186, just slightly below the target set in MFR Objective 5.1.
- The percentage of UMGC classes taught online was 84%, which is above the target set in MFR objective 5.1.

*MFR Objective 5.2: Maintain undergraduate tuition for Maryland residents at an affordable level.*

- UMGC’s undergraduate resident tuition rate increased by 2% between FY21 and FY22.

Other measures of UMGC’s success in meeting this state goal are noted below along with additional UMGC initiatives to increase affordability and accessibility:

- In FY22, UMGC accounted for 68% of the total number of transfer students entering a USM institution as a new student (USM IRIS Transfer Dashboard).
- In addition, out of all Maryland community college students who transferred to a USM institution in FY22, 32% of those students transferred to UMGC (USM IRIS Transfer Dashboard).
- UMGC also accounted for 88% of all new USM students who transferred from a non-Maryland institution in FY22 (USM IRIS Transfer Dashboard).
- In FY22, UMGC awarded over \$10 million in grants and scholarships to students transferring from Maryland community colleges. Over \$8.4 million of those funds were specifically for UMGC Completion Scholarships (students who earned an associate degree from a Maryland community college).
- Of the over \$75 million in in scholarships and grants awarded by UMGC worldwide in FY22, 55.1% went to minority students overall and 29.2% went to minority students living in Maryland.
- The UMGC Student Aid Fund for Emergency Relief (SAFER) remains active and continues to assist our students with just-in-time emergency funding. Since the fund's inception in July 2020, 700+ SAFER grants have been made to students, for a total of over \$350,000 in emergency funding support. UMGC continues to maintain fundraising campaigns and has established an endowed fund to ensure that this important resource remains available to students in perpetuity.
- UMGC has established a new partnership with the Greater Washington Partnership's Collaborative of Leaders in Academia and Business (CoLAB) to offer a Digital Technology Credential as well as a unique scholarship program. CoLAB's mission is to build the capital region’s diverse digital tech ecosystem by partnering with employers and educators to build industry-aligned digital tech pathways that ensure inclusive growth. CoLAB is also providing funding for a scholarship targeted toward credential recipients who are underrepresented in the digital tech industry, specifically women and minorities. A first round of awards from this scholarship was made in spring 2022, and UMGC has received the next round of funding to award scholarships for the upcoming 2022-2023 year.
- A number of courses in the School of Cybersecurity and Information Technology require the use of paid course resources aligned to industry recognized skills and technologies.

The school continuously works with vendors to reduce the out-of-pocket expenses to students and is also constantly evaluating lower-cost alternatives which meet our expectations. During FY 21-22, three courses were switched to using content from a vendor who offered better quality content and a better student interface at a lower price (nearly 50% lower). Total savings of \$202,422 were realized for students enrolled in these three classes during the reporting period.

## **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.” UMGC supports this goal through MFR goal 1. The specific objectives established to meet this MFR goal are referenced below.

*MFR Objective 1.2: Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at the fiscal 2019 level of 13,351.*

- In Fall 2021, UMGC saw a 2% decrease in the number of students enrolled in STEM programs over the prior fiscal year, for a total of 13,244, slightly below the target set in MFR Objective 1.1. In FY22, the total number of STEM bachelor’s degree recipients increased 6% over the prior fiscal year, for a total of 3,029.

*MFR Objective 1.3: Maintain the number of enrollments/registrations in courses delivered off campus or through distance education worldwide at the fiscal 2019 level of 336,886.*

- In FY22, enrollment in courses delivered off campus or through distance education worldwide decreased 5% over the prior fiscal year, totaling 328,185.

Examples of other UMGC initiatives aimed at increasing student success are noted below:

- UMGC created a new online student orientation to help students adapt to college, especially the online classroom. Although the orientation is not required, all new students were rostered in the online orientation class, beginning in January 2022. Students who completed the course were more likely to earn a passing grade in their subsequent courses and reenroll in the next term. Students who logged in and completed the course were demographically and behaviorally different from the students who chose not to log in, but a matching study showed that students who completed the course were almost seven percentage points more likely to enroll in the next term than similar students who did not have the opportunity to take the course in the previous year.
- The School of Cybersecurity and Information Technology successfully deployed the MARS (Multi-dimensional Applied Relevant System) learning platform recently. Nearly 1,500 students have used this platform in graduate Cybersecurity programs, and student feedback, in comparison to the platform that was in use previously, has been extremely positive. In a comparative survey spanning four consecutive terms from Spring 2021 through Spring 2022 of students who took classes before and after the MARS platform was deployed, 79% of students rated the look-and-feel of the new platform as Excellent or Good (up from 77%), usability was rated Excellent or Good by 76% (up from 72%), and overall experience was rated as Excellent or Good by 76% (up from 73%).

- The SOAR (Students Overcoming Academic Roadblocks) project began in January 2022 to assist students who are put on academic warning and probation. Without consistent, proactive global intervention to assist in their academic recovery, a vast majority of students repeat the same behaviors and encounter the same challenges while on warning/probation, ultimately leading to academic dismissal. The project is well-underway with data being compiled on trends related to academic standing and the development of an Academic Recovery Plan.
- UMGC’s Student Affairs unit is leading an effort to develop and launch support resources designed to enhance emotional and physical wellbeing for students and reduce barriers to academic progress. Proactively supporting mental health for students is increasingly important and may positively impact retention. Although many students may have access to mental health resources through their military affiliation or through employer EAP programs, some may be reluctant to use them for fear of being stigmatized. UMGC’s goal is to offer students emotional support discreetly in a variety of ways, as well as resources to identify local shelters, food banks, and other types of help to meet basic security needs. Resources being implemented include a virtual global peer-to-peer support community platform moderated by clinicians that protects student anonymity, a mental health professional referral platform for connecting students with a therapist who best fits their mental health needs, and free crisis support by telephone with licensed counselors.
- A working group, in partnership with the Office of Diversity, Equity, and Inclusion, is assessing, proposing, and implementing initiatives to help support the Latino student population at UMGC. Desired outcomes include increased enrollment, success, and satisfaction of Latino students at all stages of the life cycle.
- UMGC has partnered with colleagues who developed the Diagnostic Assessment and Achievement of College Success (DAACS) and University of Albany (SUNY) to pilot a large study of up to 6,000 students to see how well the tests improve undergraduate students' success. In this DAACS study, fully funded by a grant, Success Coaches will "nudge" students and provide information and encouragement to complete the assessment to improve their core skills of self-regulated learning, writing, and math.
- An innovative upskilling initiative in the School of Cybersecurity and Information Technology resulted in 18 collegiate faculty and program directors acquiring new skills in emergent areas identified by the school’s faculty and staff. These activities will result in curriculum improvement, instructional and coaching support, and improved mentoring/coaching of students.

### **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.” UMGC 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.*

- UMGC continued to meet the cost containment target at 2% in FY22.

Specific UMGC innovations to improve access and student success are noted below:

- Success Coach Dashboards were created in October of 2021 within the Salesforce platform to allow Success Coaches the opportunity to view their assigned population and perform targeted outreach to their students. The dashboards include information on students at risk because of a lack of course activity, students who have not been contacted within the last 60 days, and students who have not completed any planning for future terms. In addition to the dashboards, the Office of Student Success leadership uses a report called the Student Readiness Report that allows the identification of students who are qualified to enroll but are not yet enrolled, students who have a hold on their account for various reasons, students who have applied for graduation or have graduated, and students who are currently enrolled. These approaches allow Success Coaches to empower students on their UMGC educational journey by listening, guiding, motivating, and celebrating the student's success from the point of enrollment through graduation. Intentional, targeted outreach allows the Success Coach to co-create with the student an academic plan, provide the right resources at the right time, connect them to the University community, and motivate them to achieve their education goals.
- UMGC Europe has increased the availability of "light-touch" student kiosks to allow more students access to program and course information quickly and easily. The kiosks automatically open key UMGC web pages when the system recognizes that a person is standing in front of it.
- UMGC's Career Services unit has automated career services information for active students and alumni so job opportunities can be linked to potential employers quickly and efficiently. In addition, Career Services has formed two new partnerships to expand its job and internship database by thousands of prospects and has begun providing students and alumni with customized AI capabilities for interview preparation and job search capabilities.
- UMGC has identified the need to streamline the student communication process, with an emphasis on governance, to decrease the risk of miscommunications, inaccuracies, and inconsistent brand/reputation information. In addition, this streamlining will improve the overall student experience by better supporting students in the navigation of financial aid, enrolling, deadlines, and due dates. These new communications will remove friction from the student experience and enhance wrap-around services, while improving the governance process.

UMGC's response to the prompts for the 2022 Performance Accountability Report are as follows:

*1) What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

While UMGC has been able to achieve the objective of cost containment, this objective provides the biggest challenge for the institution. First, innovation in the classroom, student services, and operations often requires significant financial investments. While often these provide a return on

investment in the long run, in the initial phases, they can lead to greater costs for the university. Second, students who have been traditionally underserved, often come to the university with great needs academically and personally. Meeting student needs where they are can require significant investment. To afford these strategic investments, UMGC has to go beyond the target for cost containment to find additional savings that allow investment in innovation and student support.

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A related challenge has been programmatic innovation. One of the levers for increasing enrollment is the development of new academic program offerings that will attract new students to the university. The current regulatory environment and context in Maryland makes portfolio expansion not only an arduous and protracted process but it is not certain to yield the necessary approvals, thus constraining the ability to expand access through innovative products. Especially in the online environment, UMGC does not have the flexibility of private institutions in other states to launch new programs based on student and employer demand. As a primarily tuition driven institution, increasing enrollments is important for increasing revenue, which in turn provides the resources for strategic investments. We are encouraged by the NCHEMS program approval review and look forward to legislative action in the forthcoming 2023 MD General Assembly to address this opportunity.

*2) Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

UMGC's business intelligence foci related to student success and outcomes have historically emphasized the application of predictive analytics that allowed academic advisors/success coaches to engage in personalized outreach to students demonstrating behaviors/non-behaviors that placed them at risk of non-success. Such outreach has resulted in a five-percentage point increase in enrollment rates in calendar year 21 compared to calendar year 20 for populations worked by the student advising team. As these models have yielded both successes and opportunities for improvement, the institution has begun to develop approaches for disaggregating student data in ways that yield new and actionable insights. One such example is the development of a required course for all new-to-UMGC undergraduate students, PACE 111 – Program and Career Exploration. This course not only provides an overview of the online classroom, but also is tailored to provide some support specific to the segment of student. For

example, Military and/or Veteran Students may need to know how to navigate government resources to help aid their college journey. The implementation of this course has shown an improvement in first term persistence by four-percentage points since its inaugural term.

UMGC's robust data warehouse and reporting ecosystem provide us with the capacity to examine the entirety of the student lifecycle, from inquiry through completion. UMGC has begun to use this data to understand trends and differences in student success and outcomes across our student segments. For example, after launching our successful partnership with Amazon, we noticed that unfavorable success outcomes were beginning to form within this segment. Thus, we formed a dedicated team within student affairs to support these students. This allowed us to have a group of folks dedicated to knowing the ins and outs of this group of students to assist with nuances in outreach, scheduling, and consultation.

# USM - University of Maryland Global Campus

## MISSION

The mission of University of Maryland Global Campus (UMGC) is improving the lives of adult learners. We will accomplish this by operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world.

## VISION

UMGC will be a global leader in adult education focusing on career-relevant programs that enable students to realize their professional aspirations.

## 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** Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at level of 12,402.
- Obj. 1.3** Maintain the number of enrollments/registrations in courses delivered off campus or through distance education at the level of 318,918.
- 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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Total undergraduate enrollment	45,604	47,253	46,162	47,080	45,100	43,612	43,612
Total bachelor's degree recipients	6,205	6,345	6,663	7,637	7,904	7,904	7,904
<sup>1</sup> Employment rate of graduates (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Number of graduates employed in Maryland (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of undergraduates enrolled in STEM programs	13,055	13,351	12,910	13,496	13,244	12,807	12,807
Number of baccalaureate graduates of STEM programs	2,258	2,444	2,571	2,855	3,029	3,029	3,029
Number of worldwide off-campus and distance education enrollments/registrations	329,337	336,886	327,359	347,050	328,185	317,355	317,355
<sup>1</sup> Percent of students satisfied with education for employment (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Percent of students satisfied with education received for graduate school (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 2. Promote economic development in Maryland.

# USM - University of Maryland Global Campus

**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 2019 through fiscal year 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
<sup>1</sup> Median salary of graduates (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<sup>1</sup> Ratio of median salary of UMGC graduates to U.S. civilian workforce with bachelor's degree (triennial measure)	N/A	N/A	N/A	N/A	N/A	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 50 percent or greater and the percentage of African-American undergraduate students at 25 percent or greater between fiscal year 2019 and fiscal year 2024.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent minority of all undergraduates	50%	50%	51%	52%	53%	53%	53%
Percent African-American of all undergraduates	26%	26%	26%	26%	26%	26%	26%
Percent economically disadvantaged students	46%	45%	46%	46%	46%	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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 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** Maintain the number of worldwide online enrollments at the level of 286,822, maintain the number of African-American students enrolled in online courses enrollments at the level of 21,672, and maintain the percent of classes taught online at the level of 76 percent.

**Obj. 5.2** Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of worldwide online enrollments	288,336	294,635	286,376	312,123	305,402	295,324	295,324
African-American students enrolled in online courses	23,514	23,905	23,480	23,584	23,186	22,421	22,421
Percentage of courses taught online	76%	76%	75%	78%	84%	78%	78%
Undergraduate resident tuition rate per credit hour	\$289	\$294	\$300	\$300	\$306	\$312	\$318
Percent increase from previous year	2%	2%	2%	0%	2%	2%	2%

## NOTES

<sup>1</sup> The survey is no longer conducted.



# Performance Accountability Report

August 2022

## 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; and
5. Engaging with the Community.

### Institutional Assessment Results

#### 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.*

For the fall 2015 cohort, the most recent year that MHEC has data, 47% of those students graduated from Morgan State University or other institutions in Maryland within six years. For African American freshmen, the six-year graduation rate also is 47%. The graduation rate of the university

is higher than would be predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase graduation rate to 50% by 2025.

Second-year retention rates have been above 70% for the past ten years, increasing from 68% for the 2009 cohort. Second year retention rates have averaged around 74% for all students. Second-year retention rates for African American students have averaged around 75%.

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).

The Enrollment Management and Student Success division has continued with a 4th year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups. EAB Metrics Mapping reports and nudges are now a standard component of the Morgan workflow every semester. EAB Advanced Filter saved searches and draft email communications have been created for students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. Dozens of EAB campaigns are sent to students to encourage them to register for the upcoming semester, especially to students who had stopped-out for one or more semesters. 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 5th or 6th 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.

Another best practice is that all first-year freshman students at Morgan are advised by professional staff from the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). 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.

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. 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 increased from 36% in 2019 to 40% in 2022. The University has begun new initiatives to increase the success of our Pell recipients. Special campaigns are 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 continue to have a positive effect on Pell recipients' success.

Beginning in 2020, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. Morgan was able to help a good number of students to stay enrolled because of the changes to the withdrawal process; the new process will continue indefinitely.

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, honors freshmen comprised 26% of the incoming freshmen in fall 2021. Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 11.8% of our student body are members of other racial/ethnic groups or are international.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations. The percentage of transfer students from Maryland community colleges, however, was at 1% in 2022. Transfer Student Programming (TSP) at Morgan assists transfer students with orientation, transition, and onboarding once they have been evaluated by Transfer Evaluation and Articulation (TEA) in the Registrar's Office. TSP continues to build transfer student pipeline programs such as the CONNECT program. TSP has completed revamped transfer student orientation with a new more detailed orientation experience known as *Bear Notes*. TSP also has been working with the transfer coordinators in each college/school at Morgan to make sure that all transfer students receive early and accurate advisement and access to registration through the technology tools Degree Works and Schedule Planner. TSP partners with the Registrar's Office and TEA to provide the best possible experience for new transfer students. Additionally, the University is working with the Thurgood Marshall Fund and McKinsey and Company to develop initiatives to increase our percentage of transfer students.

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. The percentage of applicants from urban districts has averaged 33% for the past four years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For academic year 2021-2022, 265 bachelor's degrees were awarded in the STEM fields. Two initiatives with Google and Intel provide our STEM students with opportunities to work with these leading innovators in technology.

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. For the 2019 to 2022 period, survey results indicate that on average 58% 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. Based on survey results, graduate or professional school going rate is about 31% for the bachelor's recipients from the 2020-2021 academic year.

## **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 70 doctoral degrees during Academic Year 2021-2022, in keeping with the University's new Carnegie designation as an R2. 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.

In Fiscal Year 2022 (FY2022), MSU's research enterprise was authorized to spend \$36 million in grants, cooperative agreements, and contracts. In FY2022, 78 faculty members were engaged as Principal Investigators in funded research or contracts, and MSU had several major prestigious grants funded by the National Institutes of Health (NIH), National Aeronautics and Space Administration (NASA), Department of Defense (DoD), and the National Science Foundation (NSF).

NIH: ASCEND (A Student-Centered Entrepreneurship Development Training Model to Enhance the Diversity of Biomedical Research Workforce) is an NIH-funded cooperative agreement that brings approximately \$4 million to the campus every year (cumulatively \$40 million over 10 years), resulting in enhanced research infrastructure, preparedness of faculty members, and training of the students in biomedical research. RCMI (Research Centers in Minority Institutions) is another major NIH-funded cooperative agreement that brings over \$3 million to the campus every year (cumulatively \$15 million over 5 years). The funds are spent for enhancing the research infrastructure of the university, as well as conducting research on health disparities in Baltimore. We have several other research and training grants from the NIH, all contributing to MSU's move toward R1.

The GESTAR-I cooperative agreement was a NASA award to the University Space Research Association (USRA), Morgan State University (MSU) and other partners. GESTAR primarily supports NASA's Earth Science Division within the Science Mission Directorate. The GESTAR MSU program is comprised of 17 Goddard-based scientists and a 2-person program office. GESTAR continues to receive top marks from NASA for research. The program is in the 10th year of funding. The current value of GESTAR MSU is \$21,042,171.

The GESTAR II cooperative agreement is a consortium of the University of Maryland Baltimore County and Morgan partnered with Arizona State University, Colorado State University and Penn State University as additional partners. The consortium supports NASA Goddard's Earth Science Division within the Science Mission Directorate. The GESTAR II MSU program currently consists of 41 research scientists and a 3-person program office. Morgan also provides

the senior associate director, chief scientist, and the recruiting lead for the consortium. Morgan's share of GESTAR II is valued at \$27.9M over three years.

DoD: MSU has established a Center of Excellence for Advanced Electro-Photonics with 2D Materials using a major cooperative agreement received from the DoD. MSU's major partner is Johns Hopkins University, and the funds for this center are \$7.5 million.

NSF is another major source of funding for MSU's sponsored activities. We have multiple research grants (specially Excellence in Research or EiR), major research equipment (MRI) grants, and research training grants from the NSF.

MSU faculty members have been remarkably successful in publishing the results of their research. Stanford University listed 6 of MSU's faculty members among the top 2% researchers in the world. Several faculty members have over 5,000 citations to their research, and one has even over 20,000 citations. We hope that funds allocated to create endowed professorships will bring more such faculty members to Morgan, elevating the research status of the university. For academic year 2021-2022, the average number of scholarly publications and activities per full-time tenured/tenure track faculty was 3.5.

### **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 campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past four years is 2%. The average increase in gas usage for the past four years is 8%. A plan has been developed for fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus wide.

The Division of Information Technology (DIT) provided various services to mature the university's cyber security portfolio in support of the return of employees and students to the campus and new initiatives. This included, but was not limited to Sophos endpoint protection deployment; system and application updates; device upgrades; Standard Operating Procedures (SOPs) creation and updates; security awareness training on a new, more interactive platform; etc. In spring of 2022, the Service Desk deployed the first phase of its new IT Service Management (ITSM) tool. This tool allows for the documentation and tracking of IT service requests and inquiries. The second deployment phase, scheduled for fall 2022, includes the launch of a self-service client portal featuring a service catalog, knowledgebase articles, and more.

### **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 30,000 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 young alumni portfolio of 6,000 recent graduates. At this writing, we are still finalizing fundraising results and going through the FY' 22 audit process but, estimate that the annual private and philanthropic support during FY'22 was \$25M.

### **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. Overall, Morgan has 175 partnerships with Baltimore City Public Schools, 40 partnerships with other state public school systems, and 381 partnerships with other government agencies, businesses, industries, non-profit, 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.

Morgan State University's students also play an active role in the local area. This past academic year approximately 1,031 students participated in university sponsored internship and field experience classes. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually.

## Institutional Response

This year, the Commission requests that you respond to the following prompts for the institutional response:

- What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?

### ***Response:***

The biggest challenge Morgan faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education is addressing the basic needs of our students. The pandemic has exponentially increased and exacerbated existing challenges faced by college students at Morgan and across the state and nation related to mental health, housing insecurity and food insecurity. Students cannot concentrate on class assignments and exams when they are hungry, not sure where they are going to sleep that night, or experiencing anxiety, depression, or other mental health challenges. Morgan has done much to address these challenges, including hiring additional staff for the Counseling Center and a University caseworker, opening a Food Resource Center, starting a student emergency fund, and providing students with direct grants through the federal Higher Education Emergency Relief Fund appropriations. We also used Lumina Foundation's Beyond Financial Aid (BFA) toolkit and developed a BFA website to link students with university and external resources. Additionally, the University offers a one credit financial literacy class that students can take as partial fulfillment of their 2 credits of University Requirements.

- Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

### ***Response:***

The Enrollment Management and Student Success division has continued with a 4th year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups. EAB Metrics Mapping reports and nudges are now a standard component of the Morgan workflow every semester. EAB Advanced Filter saved searches and draft email communications have been created for students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. Dozens of EAB campaigns are sent to students to encourage them to register for the upcoming semester, especially to students who had stopped-out for one or more semesters. Additionally, our early alert and response system for faculty alerts students and advisors to students showing signs of being in jeopardy. These platforms allow us to monitor educational potential educational inequities and develop initiatives and campaigns to enhance targeted support to students. Our use of targeted support is a factor in our increased six-year graduation rates from 39% for the fall 2012 cohort to 46% for the fall 2016 cohort.

# Morgan State University

## 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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Six-year graduation rate	39%	42%	46%	48%	47%	47%	48%
Six-year graduation rate of African-Americans	39%	42%	48%	48%	47%	47%	48%
Six-year graduation rate of Pell recipients	32%	36%	38%	42%	40%	43%	44%
FTE student-authorized faculty ratio	18.4:1	18.1:1	17.9:1	18.8:1	22.5:1	22.5:1	22.5:1
Average class size of first year course offering	25	25	26	28	31	30	30
Percent of first-year courses taught by full-time faculty	32%	30%	34%	44%	61%	60%	60%
Second-year retention rate	74%	72%	75%	77%	73%	73%	74%
Second-year retention rate of African-Americans	71%	72%	76%	78%	74%	74%	75%
Number of honor freshmen enrolled	188	228	282	246	599	625	625
Percent of honor freshmen enrolled	16.0%	14.0%	21.0%	21.0%	26.0%	27.0%	27.0%
Total percent of diverse students	18.4%	15.4%	12.6%	10.9%	11.8%	11.8%	13.4%
Percent of Asian or Native Hawaiian students enrolled	1.0%	0.7%	0.9%	0.7%	0.3%	0.3%	0.3%
Percent of Native American students enrolled	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%
Percent of Caucasian students enrolled	1.9%	1.8%	1.7%	1.6%	1.0%	1.0%	1.0%
Percent of Hispanic students enrolled	3.3%	3.4%	3.9%	4.4%	4.3%	4.3%	5.0%
Percent of International students enrolled	12.1%	9.3%	6.0%	4.0%	6.1%	6.1%	7.0%



# Morgan State University

- 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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of Maryland community college transfer students	2.2%	2.4%	2.1%	1.8%	1.0%	1.0%	2.0%
Percent of freshman applicants from urban districts	35.0%	36.0%	36.5%	32.0%	27.0%	27.0%	27.0%
Percent of students accepted from urban districts	65.0%	66.0%	69.6%	72.0%	87.0%	87.0%	87.0%
Percent of students enrolled from urban districts	38.0%	38.0%	33.9%	25.0%	22.0%	22.0%	22.0%
Total number of STEM bachelor’s recipients	230	327	361	319	265	334	364
Number of underrepresented minority STEM bachelor’s	172	191	195	231	207	231	256
Number of women STEM bachelor’s recipients	74	88	112	106	102	122	152
Number of baccalaureates awarded in teacher education	87	75	51	71	50	50	55
Praxis pass rate	100%	100%	100%	100%	NA	NA	NA
Number of new hires teaching in Maryland schools	26	23	15	22	35	35	40
Percent of students who attend graduate/professional schools	35%	44%	45%	25%	31%	32%	33%
Percent of students rating preparation for graduate/professional school excellent, good, or fair	87%	100%	95%	92%	97%	100%	100%
Percent of bachelor’s recipients employed one year after graduation	81%	69%	74%	84%	90%	90%	95%
Percent of bachelor’s recipients employed in Maryland one year after graduation	71%	50%	50%	68%	65%	65%	65%
Percent of students rating preparation for jobs excellent, good, or fair	76%	90%	84%	91%	90%	100%	100%
Percent of employers satisfied with employees who are Morgan bachelor’s recipients	90%	95%	100%	98%	92%	100%	100%

# Morgan State University

**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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of faculty engaged as Principal Investigators in funded research or contracts	70	84	67	71	78	85	90
Value of grants and contracts (millions)	\$34.0	\$31.3	\$35.0	\$34.0	\$36.0	\$38.0	\$39.0
Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.2	3.4	3	3.2	3.5	3.6	3.7
Total doctoral degree recipients	54	71	78	71	70	70	75
Doctoral degree recipients in STEM	9	12	17	20	18	15	15
Doctoral degree recipients in non-STEM	45	59	61	51	52	55	60

**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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Change in electricity usage	-2.0%	-2.0%	-2.0%	-5.0%	1.0%	1.0%	-5.0%
Change in natural gas usage	6.0%	6.0%	6.0%	8.0%	12.0%	10.0%	12.0%

**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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Annual private and philanthropic donations (millions)	\$0.0	\$0.0	\$0.0	\$0.0	\$27.0	\$25.0	\$30.0
Annual alumni giving rate	17.0%	17.0%	14.0%	14.0%	14.0%	15.0%	15.0%

# Morgan State University

**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>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Est.</b>	<b>2024 Est.</b>
Number of partnerships with Baltimore City public schools	165	175	175	175	175	175	175
Number of partnerships with other State public schools	30	40	40	40	40	40	40
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	377	378	378	378	381	382	383
<sup>1</sup> Number of students participating in University-sponsored community service	2000	2,000	2,000	900	1,031	1,050	1,060

## NOTES

<sup>1</sup> Starting in 2018, data accounts for more university-sponsored programs.

**MFR Data and Supporting DBM/DLS Data**

Code	Performance Measure	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.	CY/FY/FFY?
M101	Six-year graduation rate	39%	42%	46%	48%	47%	47%	48%	FY
M102	Six-year graduation rate of African-Americans	39%	42%	48%	48%	47%	47%	48%	FY
M103	Six-year graduation rate of Pell recipients	32%	36%	38%	42%	40%	43%	44%	FY
M104	FTE student-authorized faculty ratio	18.4:1	18.1:1	17.9:1	18.8:1	22.5:1	22.5:1	22.5:1	FY
M105	Average class size of first year course offering	25	25	26	28	31	30	30	FY
M106	Percent of first-year courses taught by full-time faculty	32%	30%	34%	44%	61%	60%	60%	FY
M107	Second-year retention rate	74%	72%	75%	77%	73%	73%	74%	FY
M108	Second-year retention rate of African-Americans	71%	72%	76%	78%	74%	74%	75%	FY
M109	Number of honor freshmen enrolled	188	228	282	246	599	625	625	FY
M110	Percent of honor freshmen enrolled	16.0%	14.0%	21.0%	21.0%	26.0%	27.0%	27.0%	FY
M111	Total percent of diverse students	18.4%	15.4%	12.6%	10.9%	11.8%	11.8%	13.4%	FY
M112	Percent of Asian or Native Hawaiian students enrolled	1.0%	0.7%	0.9%	0.7%	0.3%	0.3%	0.3%	FY
M113	Percent of Native American students enrolled	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	FY
M114	Percent of Caucasian students enrolled	1.9%	1.8%	1.7%	1.6%	1.0%	1.0%	1.0%	FY
M115	Percent of Hispanic students enrolled	3.3%	3.4%	3.9%	4.4%	4.3%	4.3%	5.0%	FY
M116	Percent of International students enrolled	12.1%	9.3%	6.0%	4.0%	6.1%	6.1%	7.0%	FY
M117	Percent of Maryland community college transfer students	2.2%	2.4%	2.1%	1.8%	1.0%	1.0%	2.0%	FY
M118	Percent of freshman applicants from urban districts	35.0%	36.0%	36.5%	32.0%	27.0%	27.0%	27.0%	FY
M119	Percent of students accepted from urban districts	65.0%	66.0%	69.6%	72.0%	87.0%	87.0%	87.0%	FY
M120	Percent of students enrolled from urban districts	38.0%	38.0%	33.9%	25.0%	22.0%	22.0%	22.0%	FY
M121	Total number of STEM bachelor's recipients	230	327	361	319	265	334	364	FY
M122	Number of underrepresented minority STEM bachelor's recipients	172	191	195	231	207	231	256	FY
M123	Number of women STEM bachelor's recipients	74	88	112	106	102	122	152	FY
M124	Number of baccalaureates awarded in teacher education	87	75	51	71	50	50	55	FY
M125	Praxis pass rate	100%	100%	100%	100%	NA	NA	NA	FY
M126	Number of new hires teaching in Maryland schools	26	23	15	22	35	35	40	FY
M127	Percent of students who attend graduate/professional schools	35%	44%	45%	25%	31%	32%	33%	FY
M128	Percent of students rating preparation for graduate/professional school excellent, good	87%	100%	95%	92%	97%	100%	100%	FY
M129	Percent of bachelor's recipients employed one year after graduation	81%	69%	74%	84%	90%	90%	95%	FY
M130	Percent of bachelor's recipients employed in Maryland one year after graduation	71%	50%	50%	68%	65%	65%	65%	FY
M131	Percent of students rating preparation for jobs excellent, good, or fair	76%	90%	84%	91%	90%	100%	100%	FY
M132	Percent of employers satisfied with employees who are Morgan bachelor's recipients	90%	95%	100%	98%	92%	100%	100%	FY
M201	Number of faculty engaged as Principal Investigators in funded research or contracts	70	84	67	71	78	85	90	FY
M202	Value of grants and contracts (millions)	\$34.00	\$31.30	\$35.00	\$34.00	\$36.00	\$38.00	\$39.00	FY
M203	Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.2	3.4	3.0	3.2	3.5	3.6	3.7	FY
M204	Total doctoral degree recipients	54	71	78	71	70	70	75	FY
M205	Doctoral degree recipients in STEM	9	12	17	20	18	15	15	FY
M206	Doctoral degree recipients in non-STEM	45	59	61	51	52	55	60	FY
M301	Change in electricity usage	-2.0%	-2.0%	-2.0%	-5.0%	1.0%	1.0%	-5.0%	FY
M302	Change in natural gas usage	6.0%	6.0%	6.0%	8.0%	12.0%	10.0%	12.0%	FY
M401	Annual private and philanthropic donations (millions)	\$10.40	\$8.20	\$70.70	\$15.00	\$27.00	\$25.00	\$30.00	FY
M402	Annual alumni giving rate	17.0%	17.0%	14.0%	14.0%	14.0%	15.0%	15.0%	FY
M501	Number of partnerships with Baltimore City public schools	165	175	175	175	175	175	175	FY

M502	Number of partnerships with other State public schools	30	40	40	40	40	40	40	FY
M503	Number of partnerships with government agencies, businesses and industries, and no	377	378	378	378	381	382	383	FY
M504	Number of students participating in University-sponsored community service	2,000	2,000	2,000	900	1,031	1,050	1,060	FY

# 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. Analysis of Goals and Objectives

#### **Goal 1: Ensure a high quality and rigorous academic program.**

Objective 1.1: For two of the past four years, SMCM has met the target of 100% of graduates completing at least two high-impact practices (HIP), and reached 99% and 95% in the other two years. The goal of 80% completing at least three HIPs has been met for three of the past four years. It is likely that the lack of international and experiential opportunities during the pandemic is a major reason for these recent decreases. This year, 97% of students completed at least two HIPs and 76% completed at least three HIPs – small but promising increases from last year. SMCM is actively working to increase HIP opportunities for all students, particularly internships, research experiences, and international experiences as part of the [Honors College Promise](#). We are confident that moving forward, we will resume meeting these goals.

*Peer Benchmarks:* The National Survey of Student Engagement (NSSE) releases annual benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. For the Class of 2021, SMCM's rate of 95% of students completing at least two HIPs far exceeds the national average of 84% of students at participating Carnegie Baccalaureate Arts & Sciences institutions. (*Source: NSSE*)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees. Although the percentage of credit hours taught by full-time faculty has declined slightly over the past two years, full-time faculty still teach the great majority of undergraduate credit hours. Further, the rise of part-time faculty is largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways sequence, part of the recently (2020) instituted LEAD curriculum. Students benefit from studying with these professionals while still taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been between 9:1 and 10:1 for the past five years, well below (better than) the target of 12:1.

*Peer Benchmarks:* According to the most recent available data (Fall 2020), SMCM has by

far the lowest student-faculty ratio (9:1) among the traditional four-year public institutions in Maryland, which average 15:1. The SMCM student-faculty ratio is second lowest (after New College of Florida at 6:1) among COPLAC institutions, which average 14:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 15:1 (average = 10:1). (*Source: IPEDS Data Center*)

**Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.**

Objective 2.1: The target for the percentage of incoming students who identify as students of color was reset this year to 33%. In FY22 (Fall 2021), SMCM recruited a first-year class with 31% students of color – just below this new target, but still a substantial improvement from about a decade ago when the percentage averaged only 20% (data not shown). Entering class targets were exceeded for first generation college students (for the fifth consecutive year) and for the out-of-state population. The latter measure has slowly been rising and is expected to hold steady just above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students has steadily improved to its current ten-year high and is projected to improve even more with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2018 cohort graduating by Summer 2022) and six-year graduation rates (Fall 2016 cohort graduating by Summer 2022) were below targets for all groups. Note that four-year and/or six-year targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels to reflect SMCM's commitment to narrowing equity gaps in student success. SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from these historically underrepresented and/or marginalized groups. We know that reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will explore additional ways to communicate and support the attainment of these milestones to students, faculty advisors and academic support staff. In addition, we will continue to offer online courses during both Summer and Winter sessions to provide students with a convenient means of earning additional credits in between traditional semesters. We will consider how best to make Winter and Summer session offerings applicable and accessible, particularly to students who may have financial challenges paying for classes during an extra term.

Finally, about 15% of departed first-year students over the past several cohorts have transferred out to two-year institutions, according to data from the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer, encouraging them to return and complete their baccalaureate degree at SMCM. The continued development and implementation of targeted, program-specific articulation agreements with many Maryland community colleges is expected to facilitate such reverse transfer efforts.

*Peer Benchmarks:* Based on the most recent comparison data available (FY18), SMCM's overall four-year graduation rate (63% for the 2014 entering cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM's peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As

shown below, SMCM’s four-year graduation rates for African American students, Hispanic students, and all students of color combined were nearly all at or above the corresponding rates at other COPLAC, Maryland public, and Maryland private institutions. Benchmark four-year graduation rates for Pell recipients are not available. (Source: IPEDS Data Center)

Four-Year Graduation Rates, FY18 (Fall 2014 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	63%	59%	46%	68%
COPLAC	28	41%	34%	28%	38%
MD Public	11	30%	26%	24%	29%
MD Private	9	57%	49%	51%	48%
Peer	12	66%	63%	62%	63%
Aspirant	6	87%	84%	82%	83%

For six-year graduation rates, the most recent comparison data available (FY20) reveal that SMCM’s overall rate (72%, for the 2014 entering cohort) exceeded that of other COPLAC and Maryland public and private institutions, and neared that of (primarily private) peer institutions. SMCM’s six-year rate for nearly all demographic groups examined (students of color, Hispanic students, Pell recipients, need-based aid recipients) also exceeded those at other COPLAC, Maryland public, and Maryland private institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was at or well above all other groups except aspirant institutions. (Source: IPEDS Data Center)

Six-Year Graduation Rates, FY20 (Fall 2014 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	72%	67%	51%	74%	62%	68%
COPLAC	28	53%	48%	42%	53%	48%	50%
MD Public	11	51%	48%	49%	48%	46%	47%
MD Private	9	65%	58%	61%	55%	58%	62%
Peer	12	74%	72%	72%	74%	72%	73%
Aspirant	6	91%	89%	87%	88%	89%	91%

**Objective 2.3:** The second year retention rate continues to fluctuate, rising slightly to 85% in FY22. While still not meeting the target, this year’s retention rate still exceeds many benchmarks (see below).

*Peer Benchmarks:* Based on the most recent data available (FY20), SMCM’s first-to-second year retention rate in that year (83%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 73%), Maryland public four-year institutions (average = 76%), Maryland private institutions (average = 75%), and peer institutions (average = 83%), many of which are private. Retention rates at private aspirant institutions averaged 90% in FY20, matching SMCM’s aspirational target and underscoring how



important it is to remain competitive with those institutions. (*Source: IPEDS Data Center*)

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was once again achieved for both faculty and staff in FY22. Racial and ethnic diversity targets were reset to 33% this year to match the goal for diversity of the student body. SMCM has a long way to go to meet this goal in the faculty, but efforts to advance cluster hiring and diversify search processes this year are expected to assist with meeting the target in coming years. The percent of staff who are people of color is on track to meet the target within the next few years.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past seven years, but the percentage fell to 17% in FY21 and 18% in FY22. This is likely related to the challenges of recruiting transfer students during the coronavirus pandemic in 2020 and 2021. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, both the three-year graduation rate (64%, Fall 2019 entering students graduating by Summer 2022) and four-year graduation rate (74%, Fall 2018 entering students graduating by Summer 2022) well exceeded the targets of 60% and 70%, respectively. Moreover, analysis of current transfer students' degree progress suggests that these graduation rates will remain high over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students' timely progress toward the baccalaureate degree.

*Peer Benchmarks:* Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2012-13 and graduated by 2016. In that year, SMCM's four-year graduation rate for transfer students (73%) was the highest among Maryland public four-year institutions, and exceeded the average for this group (51%) as well as for COPLAC institutions (51%), Maryland private institutions (62%), and peer institutions (69%). Transfer students at aspirant institutions averaged a 90% four-year graduation rate. (*Source: IPEDS Data Center*)

### **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: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year was substantially above recent levels at 87% this year, even higher than the all-student level.

*Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid (68% in FY20, most recent

comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (47%), and Maryland private institutions (62%), and approached the FY20 rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 91%, matching 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: Community service participation in FY21 did not meet the target for the third time in five years after many years of consistently higher levels, likely due to ongoing effects of the pandemic persisting through 2022. Internship participation rose slightly to just above the target of 45% of graduates, and is expected to grow over the next few years as students move through the professional skills component of the LEAD curriculum. With regard to six-month post-degree outcomes, while the six-month employment rate (61%) was below the target for the Class of 2021, it increased above both Class of 2019 and Class of 2020 levels. In addition, the six-month continuing education rate (35%) continues to be substantially above the target, suggesting that SMCM graduates who are not employed are choosing to continue their education instead. In support of this interpretation, the overall Career Outcomes Rate (rate of graduates with a “positive career outcome”, such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2021 was an outstanding 97%.

*Peer Benchmarks:* Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey, and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2020, the most recent data available, SMCM’s employment rate was 53% and the national rate was 65%, while SMCM’s continuing education rate was 34% and the national rate was 21%. The total Career Outcome Rate for SMCM was 91%, matching the national rate. Again, these numbers support the interpretation that SMCM graduates are just as successful as college graduates nationwide, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (*Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2020 Report*)

#### **B. Response to Commission Assessment**

##### **What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?**

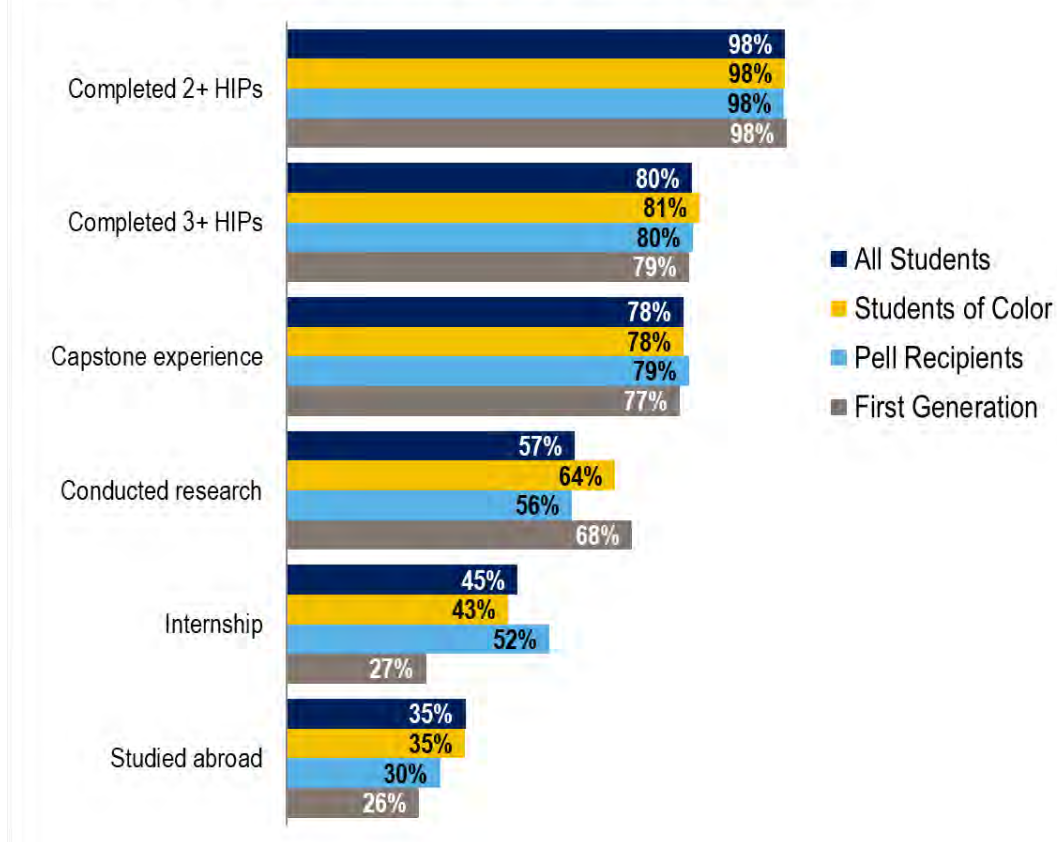
SMCM is committed to supporting the State’s goals of access, success, and innovation, all three of which figure prominently in our mission statement. We are proud to offer a rigorous liberal arts education with a low student-to-faculty ratio at a fraction of the cost of small private liberal arts colleges, our closest programmatic peers. Our identity as the National Public Honors College underscores our commitment to provide access to a quality education. However, our biggest challenge in meeting these goals is resources, both financial and human capital in nature. Attracting and retaining high-quality faculty and staff, particularly employees of color, has been

a growing challenge for us in recent years as we struggle to offer competitive salaries. Our rural location can also be a challenge in recruiting faculty. Further, while our cost is low compared to similar private institutions, tuition is currently higher than other public four-year institutions in Maryland, providing a challenge for equitable access. As a result, we have committed to freezing tuition for the next 10 years. The funding support provided by the State of Maryland has been instrumental in allowing us to implement this long-range strategy to maximize access. As a tuition-driven institution, we will continue to focus on growing enrollment to expand our available resources; the increased incoming class sizes over the last three years suggest that these efforts have been successful thus far.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

SMCM routinely examines disaggregated data to assess the equity of student success. Recently, we have been pleased to discover that there is widespread equity among the completion of high-impact practices (HIPs) by our graduates. HIPs include first-year seminars, internships, international experiences, learning communities, research with faculty, experiential coursework, and senior capstone experiences. As shown below, students of color, low-income students (Pell recipients), and first generation students are completing many of the same high-impact practices at the same or even higher rates than the general student population. Notable exceptions are seen in the lower rates of internships and international experiences (study abroad) among first generation students. These are more expensive experiences for students, both in terms of actual financial cost and loss of other income opportunities. As a result, we are exploring mechanisms to provide additional funding and access to these experiences, for example by greatly expanding our offerings of on-campus paid internships during the semester and by increasing scholarship opportunities for students who wish to study abroad. These strategies will be particularly important as we have recently implemented the Honors College Promise, which guarantees every student the opportunity for an internship, international experience, or collaborative research or creative experience. The newly expanded Sum Primus ("I am first") program for first generation students, coordinated by the Center for Career and Professional Development, will also be instrumental in encouraging and preparing more first generation students to participate in these high-impact practices before graduation.

### Equity in High-Impact Practices (HIPs) at SMCM (4-yr average)



As discussed in the Analysis of Goals and Objectives section above, we have also observed inequities in our four-year and six-year graduation rates. We have implemented multiple programs and initiatives to address these gaps in degree completion. The DeSousa-Brent Scholars Program is a long-running leadership program designed to support and enhance students' experiences from before matriculation (via a Summer Bridge program) through their degree completion. The Landers Scholars Program provides four years of full funding, mentoring, and service opportunities to first generation and other underrepresented students, especially students from the Baltimore area. And as discussed above, the Sum Primus program provides pre-matriculation support for first generation students, as well as continuing social support and networking with other first generation students, faculty and staff (including President Tuajuanda Jordan). Faculty, staff and students are regularly informed and reminded about the importance of meeting first- and second-year academic milestones, as discussed above, which are particularly impactful for students from historically underrepresented and/or marginalized groups. In addition to these student-based programs, recent changes in faculty and staff organizational structures reflect our commitment to addressing equity gaps. The Center for Inclusive Teaching and Learning (CITL), founded in 2019, supports faculty professional development with a strong focus on inclusive teaching practices. The campus diversity office was reorganized and expanded in 2020 to become the Division of Inclusive Diversity, Equity, Access, and Accountability. An ad hoc committee of the Faculty Senate devoted to Inclusion, Diversity, and Equity was established in May 2021. And finally, a two-year cluster hire initiative, the Ross Fellows program, began in Fall 2021 to actively seek out faculty with scholarly and pedagogical experience centered on diversity and inclusion.

# St. Mary's College of Maryland

## MISSION

St. Mary's College of Maryland (SMCM) 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** All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).
- 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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of the graduating class successfully completing at least two high-impact practices	100%	100%	99%	95%	97%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	86%	87%	82%	72%	76%	76%	80%
Percent of all full-time faculty who have terminal degrees	99%	98%	98%	98%	97%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	89%	88%	87%	82%	80%	82%	85%
Undergraduate student to faculty ratio	10:1	10:1	9:1	9:1	10:1	10:1	10:1

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**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: Average high school grade point average (GPA) of at least 3.40 (4 point scale), Black, Indigenous, and Person of Color (BIPOC) student enrollment of at least 33 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 BIPOC students (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including BIPOC students, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Average high school GPA	3.33	3.38	3.38	3.44	3.45	3.49	3.49
Percent of entering first year class who identify as BIPOC students	27%	25%	33%	31%	31%	31%	33%
Percent of entering first year class who originate from outside of Maryland	9%	7%	6%	9%	11%	12%	12%
Percent of entering first year class from first generation households	25%	21%	23%	25%	21%	25%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	20%	17%	22%	24%	18%	20%	20%
Four-year graduation rate for all students	63%	64%	60%	58%	60%	59%	65%
Four-year graduation rate for BIPOC students	59%	52%	49%	44%	41%	52%	53%
Four-year graduation rate for African-American students	46%	51%	48%	38%	37%	39%	49%
Four-year graduation rate for Hispanic students	68%	53%	44%	44%	42%	56%	61%
Four-year graduation rate for all first generation students	59%	60%	53%	44%	57%	45%	52%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	55%	60%	58%	43%	58%	49%	58%
Six-year graduation rate for all students	80%	77%	72%	73%	71%	68%	71%
Six-year graduation rate for BIPOC students	72%	69%	67%	64%	60%	53%	56%
Six-year graduation rate for African-American students	56%	70%	51%	69%	59%	41%	45%
Six-year graduation rate for Hispanic students	81%	70%	74%	58%	50%	52%	63%
Six-year graduation rate for all first generation students	85%	69%	64%	71%	63%	59%	67%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	84%	69%	62%	76%	65%	49%	67%

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**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 goals for full-time faculty and staff will be: 33 percent BIPOC and 50 percent women.

**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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
First to second-year retention rate	87%	82%	85%	83%	85%	83%	85%
Percent BIPOC of all full-time tenured or tenure-track faculty	17%	16%	14%	15%	18%	20%	22%
Percent women of all full-time tenured or tenure-track faculty	51%	51%	52%	51%	50%	50%	50%
Percent BIPOC of all full-time (non-faculty) staff	27%	29%	27%	27%	30%	31%	32%
Percent women of all full-time (non-faculty) staff	52%	57%	57%	57%	58%	58%	58%
Percentage of entering fall class who are transfer students	20%	22%	21%	17%	18%	17%	17%
3-year graduation rate for all transfer students	56%	62%	69%	68%	64%	62%	71%
4-year graduation rate for all transfer students	71%	74%	69%	74%	74%	73%	67%

**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.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	75%	73%	78%	84%	78%	78%	78%
First-to-second year retention rate for students receiving need-based aid in the first semester	80%	80%	81%	79%	87%	85%	87%
Four-year graduation rate for students receiving need-based aid in the first semester	61%	59%	56%	54%	54%	48%	60%
Six-year graduation rate for students receiving need-based aid in the first semester	81%	78%	68%	69%	64%	64%	64%

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**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 within six months of graduation will be at least 67 percent.

**Obj. 4.4** The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Percent of graduating seniors who will have performed community service while at SMCM	71%	69%	63%	50%	39%	45%	55%
Percent of graduating seniors who fulfilled a paid or unpaid internship	41%	40%	45%	44%	47%	48%	50%
Employment rate of graduates within six months of graduation	67%	62%	58%	53%	61%	61%	61%
Percent of graduates continuing their education (at any level) within six months of graduation	23%	28%	30%	34%	35%	35%	35%