Joint Chairmen's Report
Annapolis, Maryland
2011 Session
Task Force to Study Higher Education in Baltimore City
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INTRODUCTION

The following report is prepared in response to the 2011 Maryland General Assembly Joint Chairman's Report (JCR) R-75T00, which requires the University System of Maryland (USM) and the Maryland Association of Community Colleges (MACC) to report on alternative higher education models for public non-research institutions in Baltimore City:

> _Task Force to Study Higher Education in Baltimore City_: "The committees are concerned about degree progression, student success rates, and cost per degree at public two- and non-research four-year institutions in Baltimore City, and how those factors impact Maryland's efforts to attain the goal that 55% of citizens aged 25-64 hold an associate's or bachelor's degree by 2025. The Maryland Higher Education Commission (MHEC) should convene a taskforce with staffing provided by the University System of Maryland (USM), and the Maryland Association of Community Colleges (MACC) to assess the current state of public, non-research higher education in Baltimore City, long-term efficiencies that can be created through institutional partnerships, or merging resources or institutions, and the impact those actions could have on student success rates, cost per degree, and educational and degree opportunities. The task force should consider recommendations made by the 2011 Coppin State University revitalization study team and should include members of USM, MHEC, MACC, Baltimore City Community College, and Baltimore City Public Schools. The task force should also include at least two outside experts: one with expertise in institutional partnerships, including mergers; and one with expertise in degree completion. The task force should submit a report on its recommendations to the committees by December 15, 2011."

The Committee's attention toward Baltimore City is understandable, as the State of Maryland has embraced the 55% completion goal. In January 31, 2011, Governor Martin O'Malley and the College Board Advocacy & Policy Center in collaboration with the National Conference of State Legislatures announced the College Completion Agenda: State Capitals Campaign—a call-to-action to improve college completion rates and return the United States to its place as the global leader in educational attainment. Recognized as a national model for excellence in education and college completion, with a strong P-20 approach, Maryland was selected to launch the campaign.

While the College Board standard increases the number of 24- to 34-year olds who hold an associate degree or higher to 55 percent by the year 2025, the JCR expands the age range from 25-64 which is a common US Census measurement. In Maryland, about 44 percent of the state's nearly 3.1 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2010 Census data. This compares to a national average of around 38 percent. According to a 2008 report by the Lumina Foundation, attainment rates in Maryland are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Maryland continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 52.6 percent in 2025 – just shy of the 55% goal.

With the state's 55 percent completion goal as the backdrop, this report is submitted in response to the 2011 Maryland General Assembly Joint Chairmen's Report.

EXECUTIVE SUMMARY

The Joint Chairmen's Report called for a Task Force to Study Higher Education in Baltimore City due to a concern over the timely progression, success rates, and cost per degree at certain institutions in Baltimore City. The Task Force convened in July 2011 and concluded its work in December 2011.

The Task Force was charged with reviewing specified performance measures at Baltimore City Community College (BCCC), Coppin State University (CSU) and the University of Baltimore (UB) and how those performance measures would help the state achieve its new College Completion Agenda—"the 55% completion goal."

The Task Force acknowledged the College Board's campaign and Maryland's role in moving toward this new national goal for educational attainment. Given the state's upward trajectory toward attaining the 55% completion goal, the Task Force understood the Joint Chairmen's concern to be focused on Baltimore City's ability to contribute positively to the 55% completion goal. The Task Force set out to recommend actions that could help the Baltimore City institutions effectively support the 55% goal.

In so doing, the Task Force looked at the data specific to Baltimore City. According to the latest data from the United States Census, American Community Survey, 29.5% of Baltimore City residents aged 25 and older has an associate's, bachelors and advanced degree.[1] Eleven percent of Baltimore City residents over the age of 25 have a graduate or professional degree.

The Task Force recognized that Baltimore City's percentage for degree completion among residents within the desired age group was substantially lower than the 55% completion goal and that the City would need all higher education options available to its residents in order to meet this goal. The Task Force also concluded that certain Baltimore City institutions have a significant role to play in helping the city reach this attainment goal, including the city's public two and non-research four-year higher education institutions. BCCC is the city's one and only community college; CSU is one of two public historically black institutions located in Baltimore City; and UB is the city's only public 4-year university with a law and graduate schools. The Task Force reviewed each institution's unique mission and the students served.

The mission differentiation among these institutions is vital to addressing workforce quality and educational aspirations. The education continuum spans adult education, workforce and professional licensure and certification, associate's, baccalaureate and master's degrees, and doctorial degrees. Descriptions of each unique institution can be found in the institutional profiles, Appendix A – C, which are based on fall 2010 data where possible. The following provides a brief history of each institution.

> The **Baltimore City Community College's (BCCC)** mission statement covers a wide range of challenges and commitments: "*Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education*

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[1] United States Census, American Community Survey

institution that is responsive to the changing needs of its stakeholders, individuals, businesses, government, and educational institutions of the community at large."
BCCC evolved from the former Baltimore Junior College, founded as part of the Baltimore City Public Schools system in 1947 to provide post-high school education for returning World War II veterans. In 1967, the College was renamed Community College of Baltimore and restructured as a department of the City of Baltimore. In the 1980s City and State leaders recognized that shrinking City resources made it difficult for the City to operate a quality institution of higher education. On July 1, 1990, the Maryland General Assembly created a new institution, New Community College of Baltimore, funded by the State of Maryland. The College was granted permanent status in 1992 and renamed Baltimore City Community College.   As a part of BCCC's mission, the BCCC exists to provide accessible, affordable, comprehensive programs including college transfer and career preparation, technical training, and life skills training for residents of Baltimore City.

Last year, non-credit courses accounted for one-third of BCCC's total enrollment. This instruction was distributed among adults basic education, GED preparation, English as a second language, workforce development, and community service. All of these offerings reflect a key part of BCCC's mission to enhance literacy, educational attainment, and workforce development for Baltimore City. In a given year, BCCC typically enrolls nearly 11,000 unduplicated students in its non-credit course. BCCC's undergraduate headcount is distributed among 36 associate degree and 13 certificate programs. Students enrolled in Pre-Nursing/Allied Health programs of study hoping to gain admittance into selective admission programs comprise the largest cluster (33 percent of the fall 2011 headcount). Students enrolled in public service, education, and social science transfer programs comprise the next largest cluster (32 percent).

Nearly half (49.2 percent) of all undergraduates enrolled last year received need-based Pell grants. Ninety-two percent are Maryland residents (mostly Baltimore City). Seventy percent are women; 58 percent are studying part-time and forty percent are 30 years of age or older. Surveys gathered within the past two years show that 45 percent are first generation in college and 53 percent are employed more than 20 hours per week.

The **Coppin State University's (CSU)** mission states: *"Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners."*

CSU was founded in 1900 by the Baltimore City School Board who initiated a one-year training course for the preparation of African-American elementary school teachers at what was then called Colored High School (later named Douglass High School). By 1902, the training program was expanded to a two-year Normal Department within the high school, and seven years later it was separated from the high school and given its own principal. In 1926, this facility for teacher training was named Fanny Jackson Coppin Normal School in honor of the outstanding African-American woman who was a pioneer in teacher education.

By 1938 the curriculum of the normal school was lengthened to four years, authority was given for the granting of the Bachelor of Science degree, and the name of the Normal School was changed to Coppin Teachers College. In 1950, Coppin became part of the higher education system of Maryland under the State Department of Education, and renamed Coppin State Teachers College. Two years later Coppin moved to its present 38-acre site on West North Avenue.

The College, the Board of Trustees ruled in 1963 that the institution's degree-granting authority would no longer be restricted to teacher education. Following this ruling, Coppin was officially renamed Coppin State College, and in 1967 the first Bachelor of Arts degree was conferred. In 1988, the College became part of the newly organized University of Maryland System (now the University System of Maryland). Coppin State University, an urban, comprehensive, higher educational institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners.

The **University of Baltimore's (UB)** mission states: *"The University of Baltimore 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. The University of Baltimore 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."*

UB has historically held a unique place in Maryland higher education. Founded in 1925 as a four-year private institution, the University set out to serve working adults who wanted to pursue study in business and law on a part-time, evening basis. The University's undergraduate curriculum was converted into an upper-division format in 1975 as UB became a state institution and as a member of the University System of Maryland that was created in 1988. During this era, UB was the only upper-division and graduate university with a law school in the country; however, in 2007 UB returned to its original standing as a four-year undergraduate institution and remains predominately upper- and graduate level education today. Throughout these changes, UB has continued to educate business and law students, but has also added an array of full-time day programs and professionally oriented programs in the arts and sciences and public affairs. Today, the University of Baltimore delivers undergraduate, graduate and legal education through its four schools: the School of Law, the Yale Gordon College of Arts and Sciences, the College of Public Affairs and the Merrick School of Business.

UB is currently in the midst of unprecedented accomplishments and remarkable growth that includes continued recognition for excellence in education and playing a prominent role in the redevelopment of midtown Baltimore. UB has the highest enrollment in University history and has led the USM in percentage of undergraduate enrollment

increases for the past several years; it has enjoyed markedly high student and staff satisfaction numbers; and its schools have been increasingly recognized for their exemplary programs at both the undergraduate and graduate levels.

After analyzing each campus's unique profile, the Task Force looked in detail at collaborative models and opportunities and considered the possibility of merger. The Task Force first considered the recommendations made by the 2011Coppin State University Revitalization Study Team and focused its discussion on two of the team's recommendations. These recommendations were Coppin's continued focus on enhancing student success and Coppin's enhancing academic programs. The Task Force used the findings and data that supported the Coppin Study to inform and guide its data discussion for this report.

Subsequently, the Task Force addressed the question of whether the institutions should be merged and ultimately concluded that a merger is unlikely to achieve significant cost savings or service benefits and potentially could result in negative impacts on students.

Task Force members discussed many factors in its recommendation against merger. These factors included the wide variety of academic programs offered by each institution, the diverse populations served—both traditional and non-traditional students – and how those programs complemented rather than competed with one another. The Task Force considered the difference in the cultures of the three institutions. In most of the academic areas studied by the task force, Baltimore City Community College and representatives from the Maryland Association of Community Colleges (MACC) stressed that their students receive both academic and technical training, in contrast to the universities where academic programming is largely the focus. Moreover, with a diversity of occupational training and certificate programs, it was further argued that BCCC undertakes a broad mission, serving both residents that need courses designed not only for an Associate Degree or a Certificate, but also for transfer preparation, GED preparation, adult basic education, English as a second language, and for workforce development.

The Task Force considered the suggestion that mergers create economic benefits through elimination of duplicative programs and facilities and through economies of scale in purchasing and other administrative services. The Task Force learned that the university system already has reorganized to achieve significant administrative savings through joint purchasing and process consolidation, and that adding a state-run community college to these efforts would not result in meaningful new benefits.

The fact that Baltimore City residents have a rich choice of public higher education opportunities to meet their educational needs at all stages of life is a major advantage inherent in the current organizational structure and one that could be undercut if the institutions are merged under common control and leadership. The reasoning behind the Task Force's conclusion is detailed more fully later in this report.

The Task Force then turned its attention to evaluating alternative ways to achieve academic and administrative efficiencies by encouraging and supporting the culture of collaboration that already exists at the institutions. Looking at ways to improve services to students while increasing the value to the state's investment in public education in Baltimore City, the Task Force sought to identify some specific areas for possible future collaborations between BCCC, UB, and CSU. It asked the institutions to compile a list of current collaborations. The institutions looked at three key areas for collaboration measures to increase student success, blended learning environments and enhancing capacity. Within each of these three areas, detailed programs and initiatives were

outlined and offered as examples of current activities for institutional collaboration. These collaborative areas were the basis for the Task Force's recommendations.

The JCR also mentioned, and the Task Force discussed, the impact of the student success rates and student progression on the cost-per-degree among the affected institutions. The Task Force considered several reports during its discussions including: the report submitted in response to the 2008 Joint Chairmen's Report directing the USM to examine total funding per student, the proportion of State support, and how State support is allocated across USM, and particularly comprehensive institutions, to support current and projected enrollments; the 2011 Department of Legislative Service *"Analysis of the FY 2012 Maryland Executive Budget, 2011"* which contains a category for Coppin State University[2] and the University of Baltimore[3] in relation to the expenditures per degree completed; and a 2009 report of the Delta Cost Project white paper series. The Delta Cost Project, arguably the most exhaustive line of inquiry and study regarding cost-per-degree measurement states, *"While there has been considerable effort invested in analyzing college costs, no consensus or common language has emerged to describe how the cost of a degree should be measured."*[4]

Ultimately, the Task Force agreed with the caution expressed by the Delta Cost Project researchers when drawing qualitative conclusions for public policy purposes particularly in the absence of a statistically defensible measurement of cost-per-degree across the three institutions. For these reasons, the Task Force concluded that it could not provide any conclusive statements about the impact of long-term efficiency measures on the cost-per-degree.

Furthermore, any attempt to analyze and compare costs must take into account the diverse missions and operations of each institution. Two of the three offer graduate programs, while Baltimore City Community College offers substantial and necessary non-credit programs in adult basic education, GED preparation, English as a second language, and workforce development. Cost comparisons would have to take the differing levels of staffing and credentials, the differing levels of full-time/part-time assignments, and the differing levels of administrative and facilities infrastructures required for each institution to pursue its mission.

The Task Force is mindful that the JCR created several other working groups that are currently developing strategies and reports to promote success throughout the educational continuum. These work group reports include: the *Report on Methods to Determine Predicted Performance of Public Four-year Institutions; Report on Incentives for Community College Students to Complete Associates Degree Prior to Transfer; Report on Collaborations on College Readiness*. Descriptions and details of these reports can be found at the end of this report. This Task Force attempted to not duplicate the efforts of the other workgroups but rather to complement their work and defer where appropriate. As such, this report should be read in concert with the work product of other higher education workgroups.

Finally, the Task Force heard from leaders at the Baltimore Education Research Consortium (BERC) and the national non-profit, Complete College America, regarding potential joint activities to promote timely progression and degree completion. These informational sessions were beneficial and inspired discussion about the great depth, breadth, quality, and geographic reach of the instructional, research, and outreach programs offered by the various institutions and their value to

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[2] http://mlis.state.md.us/2011rs/budget_docs/all/Operating/R30B27_-_Coppin_State_University.pdf
[3] http://mlis.state.md.us/2011rs/budget_docs/all/Operating/R30B28_-_University_of_Baltimore.pdf
[4] http://laperc.org/assets/delta_cost_project.pdf

the state. During its deliberations, the Task Force achieved a heightened appreciation of the value of the educational opportunities available among the three institutions affected by the JCR.

DEMOGRAPHIC OVERVIEW OF BALTIMORE CITY

In order to assess the current state of public non-research higher education in Baltimore city, the Task Force believed that it was important to understand in part Baltimore City's demography.

General Background
Baltimore is the largest U.S. seaport in the Mid-Atlantic and is situated closer to major Midwestern markets than any other major seaport on the East Coast[5]. Baltimore's Tide Point was once the second leading port of entry for immigrants to the United States and a major manufacturing center. After a decline in manufacturing, like most other major American coastal cities, Baltimore shifted to a service-oriented economy.

With a population of 620,961,[6] Baltimore is the 23rd largest city in the United States. However, Baltimore City is the largest independent city in the United States. An "independent city" is a city that does not belong to any particular county. The U.S. Census Bureau uses counties as its base unit for presentation of statistical information, and treats independent cities as county equivalents for those purposes.

From 2000 to 2010, Baltimore City lost 30,193 residents going from being the 17th largest city in America in 2000 with a population of 651,154 to a 2010 population of 620,961[7]. This represents a drop of 4.6%. In the same period, Maryland's overall population grew by 9%.

Put in context, although Baltimore City continued to lose population during the last decade, the decline was well below the loss of residents in the 1990's, and it was the smallest decennial decline since the 1950's. Pittsburg, St. Louis, and Toledo (OH) experienced similar declines[8].

Baltimore City remains predominately Black or African-American (401,204 or 64%), however, the percentage of residents in that demographic has dropped by 4.6% since 2000. Baltimore City's White population experienced a steeper decennial decline going from a population of 205,982 in 2000 to a population of 184,097 in 2010 – a drop of 10.6%. Conversely, over the same ten-year period, population in the Asian community grew from 9,985 to 14,551 (or 45.7%) and in the Latino community moving from 11,061 to 25,960 – a 134.7% increase.

Although the 2010 Census provides the official counts of the population in Baltimore City, the American Community Survey (ACS) serves to an ongoing statistical survey by the U.S. Census Bureau, and is sent to approximately 250,000 addresses monthly (or 3 million per year). The ACS regularly gathers information previously contained only in the long form of the decennial census. The advantage is an annual glimpse of changes in households and demographic trends.

The 1-year estimates in the 2010 ACS for Baltimore City cite 237,945 total households in Baltimore City. Of that number, 130,381 are family households[9]. A family is a group of two people or more

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[5] Hughes, Joseph R. "Inland port gives Baltimore strategic shipping advantages". Washington Examiner
[6] **US Census Bureau, 2010 Census**
[7] Id.
[8] City of Baltimore, Department of Planning, ***"National Overview & Baltimore: 2000 to 2010 Changes"***
[9] **US Census Bureau, American Community Survey, 2010**

(one of whom is the householder) related by birth, marriage, or adoption and residing together; all such people (including related subfamily members) are considered as members of one family[10].

The ACS counts 130,381 family households in Baltimore City. In study of higher education in Baltimore City, this is important to understand because, according to estimates from the National Center for Children in Poverty, fifty-six percent of all children in low-income families have at least one parent who works full time and year-round; and 25 percent of children in low-income families have at least one parent who works part-time, or full-time, part of the year.   In order to maintain employment, working parents and especially those enrolled in higher education need affordable, stable childcare arrangements for their children[11].

Married couples with their own children under the age of 18 represent 8.5% or 20,311 family households. Female householders, with children under 18 and no husband present represent 12.9% or 30,734 women. Additionally, while statistically smaller at 2.3%, Baltimore City has 5,427 male householders raising children under the age of 18 with no wife present.

The number of grandparents living with their own grandchildren under the age of 18 is 22,458. Of that number, 9,411 grandparents have sole responsibility for their grandchildren under the age of 18; 7,517(or 79.9% are female); and fewer than half are married (46.6%).

Statistically, this analysis is supported by the Maryland Department of Planning's set of projections for population, households, labor force, jobs by place of work, total and per capita personal income thru 2040.[12] A 2008 analysis from the Baltimore City Public School system, has this take:

"For many years, City Schools' enrollment decline has been driven by the city's loss of population and excessive rates of high school dropout. There is hard evidence that both of these factors are no longer operative. Census data confirm that the City's population loss has stopped, and MDP's own population projections for the City incorporate this assumption. Consistent with this shift, City Schools registered an enrollment gain in September 2008. Moreover, City Schools has evidenced a dramatic increase in rates of high school persistence this past year. It is City Schools' view that MDP's methodology only partially accommodates these shifts, resulting in overly conservative enrollment projections.

The question may be raised of whether these changes represent a permanent or temporary shift. MDP apparently recognizes that the population shift is permanent, as its population projections for the city anticipate modest growth. Moreover, current economic conditions are likely to re-focus population back into the city, with its large stocks of vacant housing. The increased high school persistence rate is largely the product of new policies implemented under new leadership. The policies are likely to further raise high school persistence rates in the future."[13]

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[10] Id.

[11] http://nccp.org/profiles/MD_profile_6.html

[12] http://planning.maryland.gov/MSDC/County/baci.pdf

[13]Division of Research, Evaluation, Assessment, and Accountability
Losing No More Ground: Implications of Recent Shifts in Baltimore City Population Trends for City Schools An Age-Based Enrollment Projections Analysis, April 2009

It is projected that Baltimore City will continue to see modest growth in the coming decades. For the period beginning 2015 through 2040, the Maryland Department of Planning anticipates an estimated population growth of 30,700 City residents.[14]

- From 2005-2009, 29.7% percent of people 25 years and over had at least graduated from high school compared with 26.8% statewide. 4.6%, or 19,191 of Baltimore City residents held an associate's degree. In addition, 13.2% of Baltimore City residents 25 and older had a bachelor's degree and 11.7% (49,378) held a graduate or professional degree.[15]

College Going in Baltimore City

In August 2011, the Baltimore Education Research Consortium (BERC) issued a comprehensive and independent report entitled: ***A Descriptive Look at College Enrollment and Degree Completion of Baltimore City Graduates***. [16] Among the core findings in the report:

- Local colleges and universities have disparate definitions of college readiness. Local institutions vary so greatly that students who are labeled college ready at one local college often will not be at another. This differential need for remediation has far-reaching implications for students in terms of the cost of college and time to graduation.

- Recent national statistics indicate that about 70% of high school graduates enroll in college right after graduation, and for students from low-income families enroll at the lower rate of 54% (National Center for Education Statistics, 2011). About 48% of Baltimore's graduates enrolled in college immediately after graduation.

- Over time, the number of Baltimore graduates who enroll in college rises: among the Class of 2008, 60.8% had enrolled by 2010.

- For the Class of 2004 who _ever enrolled_ in college, 23% earned either a 2- or 4-year degree by 2010.

- In the fall of 2010, 21,959 Baltimore City residents attended a public 2- or 4-year institution of higher education within the State _as undergraduate credit_ students. Of these, Baltimore City Community College enrolled 5,112; Coppin State University enrolled 1,692; and University of Baltimore enrolled 1,257. _In addition_, BCCC enrolled _another_ 4,162 in non-credit continuing education courses (adult basic education, GED preparation, English as a second language, and workforce development), Coppin enrolled another 264 and UB enrolled another 993 in graduate or first professional courses.[17]

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[14]http://planning.maryland.gov/MSDC/County/baci.pdf

[15]US Census Bureau, American Community Survey 2005-2009

[16] Baltimore Education Resource Consortium, 2011 College Enrollment Report

[17]MHEC Enrollment By Residence Report, April 2010, for undergraduate, graduate, and first professional courses
http://www.mhec.state.md.us/publications/research/AnnualReports/2010EnrollPlaceofResidence.pdf

Employment Trends and Data

From the 2ⁿᵈ quarter of 2009 to the 2ⁿᵈ quarter of 2010, the "Top 5" growth industries in Baltimore City in order of rank were: General medical & surgical hospitals; Administration & economic programs; Colleges & Universities; Employment services; Investigation & security services.[18]

In August 2011, the unemployment rate for Baltimore City was at 11.1% -- up from 11% at the same marker last year. Correspondingly, according to a March 2011 report from the U.S. Bureau of Labor Statistics, local job count declined.[19] The report also noted that:

- Total non-farm employment for the Baltimore-Towson Metropolitan Statistical Area (MSA) stood at 1,255,700 in March 2011, down 5,300 or 0.4 percent over the year.

- Nationally, employment rose 1.0 percent from March a year ago. Not accounting for seasonal adjustment, the decline in the Baltimore area was the largest over-the-year decrease since March 2010.

- From March 2010 to March 2011, the government supersector lost more jobs than any other industry in the Baltimore area, down 4,900. The employment decline was due to the loss of 7,500 jobs in local government—the largest over-the-year decrease since August 2004.

- Moderating this loss were job increases in both federal government (1,600) and state government (1,000) over the year. Overall, public sector employment declined 2.1 percent in Baltimore and 1.6 percent nationally since March 2010.

- The financial activities supersector had the second-largest loss of jobs locally, down 2,200 over the 12-month period. The rate of job loss in this industry, at 3.0 percent, was much faster than the national decrease of 0.4 percent.

- Baltimore City accounted for over half of the employment loss in financial activities, shedding 1,200 jobs.

Baltimore City's Major Employers (1,000+)[20]

Johns Hopkins University	22,700
Johns Hopkins Hospital and Health System	15,753
University System of Maryland	8,900
University of Maryland Medical System	8,790
Medstar Health	6,206
LifeBridge Health – Sinai	4,940
Constellation Energy/BGE	3,150
St. Agnes HealthCare	2,730
Abacus	2,482

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[18] Quarterly Census of Employment and Wages; DLLR, Office of Workforce Information and Performance, February 8, 2011

[19] http://data.bls.gov/cgi-bin/print.pl/ro3/cesqbalt.htm

[20] http://www.baltimoredevelopment.com/major-employers

Mercy Health Services	2,305
Baltimore Veterans Affairs Medical Center	1,922
Kennedy Krieger Institute	1,700
U.S. Social Security Administration	1,600
Morgan State University	1,437
Marriott International	1,400
Loyola University Maryland	1,338
M&T Bank	1,136
T. Rowe Price Group	1,045
Bon Secours Baltimore Health System	1,035

COLLABORATIVE MODELS AND OPPORTUNITIES

The Joint Chairman's Report asked the Task Force to explore several topic areas that could lead to long term efficiencies for public, non-research institutions in Baltimore City-- namely CSU, UB and BCCC—and serve the respective institutions' students while increasing student progress. The three broad topic areas discussed were the 2011 Coppin State University Revitalization Study, institutional mergers and potential partnerships among the institutions.

A.   2011 Coppin State University Revitalization Study

The JCR advised the Task Force to consider the recommendations made by the 2011 Coppin State University Revitalization Study Team. The Study Team's recommendations were distributed in October 2011. The Task Force reviewed the Study Team's work and surmised the following.

The University System of Maryland, in partnership with the Maryland Higher Education Commission, established the 2011 Independent Study Team to assess the implementation of recommendations from the 2001 Coppin Study Team on the Revitalization of Coppin State College; a study mandated by the Partnership Agreement between the State of Maryland and the United States Department of Education's Office for Civil Rights (OCR). In this final report, the 2011 Study Team reports on its determination of which recommendations have been fully, partially, and not yet implemented related to the following imperatives including 1) Broaden the Mission and Vision; 2) Increase and Enhance Academic Programs; 3) Enhance Student Success; 4) Connect the Campus; 5) Strengthen the Financial Base; and 6) Rebuild the Campus.

The 2011 Study Team concluded that the original 2001 study set forth an aggressive set of recommendations that were designed to elevate CSU to a more competitive level within higher education and to provide CSU with the resources needed to carry out its unique mission in serving the people of Baltimore City. In addition, the study team reiterated the importance of CSU's unique mission and continued to recognize that this University serves a part of the society where increased service is especially needed and increased investment is especially justified.

In moving forward, the 2011 Study team recommended that the State of Maryland continue to enhance its investment in Coppin State University. To guide these future investments and to move the University forward, CSU will develop a detailed plan that sets priorities and includes accountability measures. The recommendations from the 2011 Study Team will be the main impetus to continue to move the university forward in the coming years.

In reviewing the Coppin Study Team's work, this Task Force focused its discussion on two aspects of the Coppin Study Team's recommendations: 1) CSU's continued focus on enhancing student success; and 2) CSU's enhancement of academic programs. It was evident to the Task Force that the Coppin Study Team had already thoroughly reviewed the areas of student success and academic programs as it applied to CSU. The Team's recommendation to extend CSU's commitment in these areas guided the Task Force's discussion regarding the role of the three public, non-research institutions in serving the vast needs of a big city's population. The Task Force discussed the needs of Baltimore City residents and whether those needs are met through the variety of academic program offerings at the three institutions. The topic of program offerings coupled with institutional uniqueness to reach student success was a persistent trend in many of the Task Forces' discussions.

B.   Institutional Mergers

Among the topic areas to be discussed, the JCR asked the Task Force to consider merging resources or institutions as part of its study. Embarking on this level of review, the Task Force considered conceptually the notion of cross-sectional university mergers and discovered that, although university mergers are considered rare, nationally and historically university mergers have been completed among like-institutions or when consolidating similar institutions into one university system.[21]   Such examples of cross-sectional or non-similar institutional mergers include a broad range of configurations, such as for-profit corporations with state universities and non-profit colleges or religious institutions with state universities.

With further research, however, the Task Force realized that higher education mergers of non-similar institutions are highly complex and require judicious and comprehensive evaluation. The factors considered for cross-sectional complex mergers are not only the merits of whether there are long-term cost-savings and financial benefits or consequences but also other important matters such as academic quality, campus culture (students and society served) and, in many cases, legal ramifications. The potential legal implications are wide ranging and lengthy as state universities have educational and financial obligations not only to their students but also to faculty, staff, alumni, donors, federal and state agencies and private corporations where such issues of special collections, endowments, will, trusts and real property interests are relative to a specific university's status and existence.[22]

The American Association of State Colleges and Universities writes:

> "This is not to say that mergers are never a good idea or that duplicative programs and services should not be evaluated for consolidation or merger. However, even during a recession, care should be taken to balance both the budgets and unique missions— including institutional culture, populations served, public service missions, programmatic needs and local workforce development needs. Given the disparate missions of institutions within state higher education systems (ranging from community and technical colleges to flagship land-grant universities), potential state higher education mergers must be considered not only in terms of cost/benefit analysis, but what effect they have on states' educational and public service missions."[23]

Other important factors for consideration include matters of accreditation to ensure and maintain the accreditation of the degrees awarded by accredited institutions and programs.[24] Depending upon the nature of the institutions, accreditation status for graduate and pre-professional programs is critical to the viability of an institution's programs and fulfilling its obligation to its students.

Given the complexity of institutional mergers and the uniquely urban and public serving nature of the Maryland institutions in this study, the Task Force explored four key areas:

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[21] American Association of State Colleges and Universities, A Higher Education Policy Brief, July 2009, *College and University Mergers: Recent Trends*, by Lesley McBain
[22] Id.
[23] Id.
[24] Id.

1) Student populations served
2) Institutional program offerings
3) Local workforce needs
4) Baltimore City's educational goals

In conducting its evaluation of these four areas, the Task Force referred to several sources, including national and international reports on the successes and challenges of university mergers and recent trends, the University of Maryland's E&E Initiative and information from the Baltimore Education Research Consortium. During the course of this discussion, the Task Force entertained opportunities for addressing student success through collaborative efforts, which are discussed later in this report.

1. **Student Populations Served**

When evaluating institutional mergers, the institution's mission and students served is a critical component. Each of the three institutions subjects to this study serve unique student populations with significantly different educational goals.

The Task Force convened meetings of institutional research officers of the three institutions to establish an accurate and truly comparative student cohort to evaluate. The results of this meeting and the institutional director's subsequent work revealed the difficult challenge of finding a cohort of first time, full-time, degree-seeking, college-ready students from each f the three institutions to evaluate. This endeavor confirmed the multi-faceted nature of these three institutions.

In FY 2011, BCCC enrolled 10,423 unduplicated students in undergraduate courses and another 10,771 in non-credit courses. Some of the undergraduate students were not seeking a degree or certificate, but preparing for transfer, while obviously none of the non-credit students was seeking a degree or certificate. On the other hand, UB has only a minimal amount of non-degree seeking students with one-half of UB's student population being graduate and law students. UB's current student population is 6,500 who are primarily graduate, professional, law students and transfer students with fewer than 1,000 students who came to UB as freshmen. For fall 2010, UB's incoming undergraduate class was comprised on 21 percent freshman and 79 percent transfer students. By comparison, CSU students are predominately undergraduate students with its graduate student population making up 13 percent of CSU's total enrollment of approximately 3,800. Yet, the total number of students served by these three urban, public institutions tops 20,000. Therefore, with such varied student populations and the type of students served, finding a cohort of appropriate and similarly situated students was extremely difficult.

The Task Force considered whether some adaptation of the transfer student population seeking a baccalaureate degree could possibly serve as a student population cohort among the three institutions. In general, these students might begin their studies at a community college and transfer to a four-year institution. In AY 2010-AY 2011(summer and fall 2010 and spring 2011), UB granted 630 undergraduate degrees. Of the 630 students receiving degrees, 6.9% of the degree recipients transferred to UB from Baltimore City Community College. At Coppin State University, most transfers perform significantly better than their first-time freshman counterparts. Specifically, the transfers who were admitted to CSU as sophomores, juniors, or seniors graduate near the University System of Maryland transfer graduation rate average of 49 percent. For example, the four-year graduation rate of students (2004 cohort) transferring

from a Maryland community college is 42.6 percent and 42.1 percent for those who transferred from BCCC.

Although a possible study cohort, transfer students however would not be the focus of this report as student progress and success is primarily measured by six-year graduation rates, which would be improperly applied to measure the success of many community college students. More importantly, as the study of student populations impacts the determination of whether to merge institutions, transfer students make an affirmative decision to begin their studies at the community college rather than a four-year institution for a variety of reasons and this decision is purposeful. To that end, the Task Force felt it was important to maintain a community college educational option – or transfer pathway – for Baltimore City residents.

2. Institutional Program Offerings

Each of the three City Study institutions offers a wide variety of academic programs to serve diverse student populations – both traditional and non-traditional students. These programs are not duplicative and are broadly complementary in that they support the comprehensive workforce and education needs of the state and region.

For example, recognized as one of the top nursing schools in the region that has trained 80 percent of the baccalaureate-prepared African-American and minority nurses practicing in the State of Maryland, Coppin State University's the Helene Fuld School of Nursing offers undergraduate, graduate, and post-graduate certificate programs, in addition to operating a community health clinic. Undergraduate programs include the Bachelor of Science in Nursing degree (BSN) and the RN to BSN program, for registered nurses seeking a bachelor's degree. The School also offers a distinctive health information management program, which prepares students for a variety of careers at the intersection of healthcare and high technology, and leads to a Bachelor of Science in Allied Health. To facilitate the entry of transfer students interested in nursing and health information management, CSU maintains articulation agreements with a number of area community colleges including BCCC. Of the 103 students who transferred from BCCC in 2010, 30 percent transferred into nursing and the health information management.

For further guidance in discussing institutional program offerings, the Task Force turned to the 2003 University System of Maryland (USM) study of institutional consolidation and voluminous work researched and conducted that ultimately launched the Effectiveness and Efficiency Initiative (E&E).[25]

The USM's E&E Initiative was prompted by a number of unprecedented challenges at that time, which necessitated an innovative reorganization and prudent combination of several system-wide administrative functions. When the USM created the E&E initiative, merger possibilities for certain USM institutions were raised, discussed and dismissed at that time. In November of 2004, the University System of Maryland (USM) Board of Regents publicly declined efforts to merge the University of Baltimore with any other USM institution. Although the board had no specific plans to merge UB with another institution, there had been public speculation about this possibility.[26]

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[25] University System of Maryland, Effectiveness & Efficiency Work Group
[26] University System of Maryland, 2004 Press Release, No Merger

The decision followed the recommendation of the board's USM Organizational Review Workgroup. This group is developed recommendations regarding the most effective and efficient structure for USM and its institutions as part of the system's Effectiveness and Efficiency program. In deciding not to consider a merger, the Organizational Review Workgroup and the full Board of Regents concluded that the negative impact far outweighed possible positive results. The group also concluded that the process to implement a merger would detract considerably from advancing the system's top priority: optimizing the use of USM resources to provide excellent and affordable academic opportunities for a growing student population.

Since that time, the USM Board of Regents, understanding the importance of exploring cost-savings and steam lining System operations, launched the E&E. The E&E initiative Phase II reflected the USM's commitment and sensitivity to cost-containment issues.

Several broad administrative and academic projects and programs formed Phase II of the USM's E&E Initiative's foundation, which also helped inform the Task Force's evaluation of a potential institutional merger per this study's instructions, and later, potential areas for partnership and collaboration. The E&E project areas included: Early college access (articulated partnership agreements between the USM and public high school systems; two-year/four-year dual admission; financial best practices (ongoing commitment to shared services, aggregate procurements, and energy conservation); course redesign; expansion of USM regional education centers.

The Task Force understands that the USM has reorganized to achieve significant administrative savings through joint purchasing and process consolidation. Following the E&E's successfully results, the Task Force believed that turning its attention to beginning the exploration of potential partnership areas would garner more productive outcomes for Baltimore City's area students and for use of state resources rather than institutional mergers. The Task Force was impressed with the willingness of personnel from both institutions to begin reviewing important areas that impact of student success. Later in this report, we discuss the possible areas for partnership and shared best practices for student learning.

3. Local Workforce Needs

As higher education institutions are linked to meeting the workforce needs of its student populations, future graduates and local businesses, the Task Force's evaluation of merger issues included a review of Baltimore City's local workforce needs.

The chart, Figure 1, illustrates the projected employment growth in Baltimore City/County, combined, by educational/training category. Note that growth is projected in all three categories. Figure 2 illustrates the projected job openings by occupational cluster for Baltimore City/County combined and gives a sense of the projected job market (as projected by DLLR). The development of life skills and job skills remains important in filling the projected 13,000 openings per year. Furthermore, jobs typically calling for a baccalaureate degree and higher are projected to have more than twice the annual openings as those calling for a postsecondary award or associate degree. These projections underline the importance of including transfer activity from the community college –especially transfer activity into senior institutions, in meeting employment needs.

**Employment in Baltimore City and County, Combined
by Typical Education Category***
2008 Actual and 2018, Projected

442,185   454,945

182,615   199,375

89,765   99,255

High school or less (13,458 annual openings)

Bachelor degree or higher (5,849 annual openings)

Post secondary award or associate degree (2,771 annual openings)

2008   2018

*Data report the "usual" education and training requirement based on research conducted by the U.S. Bureau of Labor Statistics. For some occupations, it is possible to have more or less education and/or training than the code indicates.

Figure 2

**Annual Projected Job Openings, 2008-2018
Baltimore City & County (Combined)**

3524, 2566, 2150, 1961, 1726, 1507, 1407, 1201, 1080, 822, 788, 710, 672, 632, 625, 546, 491, 460, 426, 333, 287, 15

Office and Administrative Support…, Sales and Related Occupations, Food Preparation and Serving…, Healthcare Practitioners and…, Education, Training, and Library…, Business and Financial Operations…, Management Occupations, Construction and Extraction…, Transportation and Material Moving…, Protective Service Occupations, Computer and Mathematical…, Installation, Maintenance, and Repair…, Personal Care and Service Occupations, Healthcare Support Occupations, Production Occupations, Building and Grounds Cleaning and…, Community and Social Services…, Arts, Design, Entertainment, Sports,…, Architecture and Engineering…, Life, Physical, and Social Science…, Legal Occupations, Farming, Fishing, and Forestry…
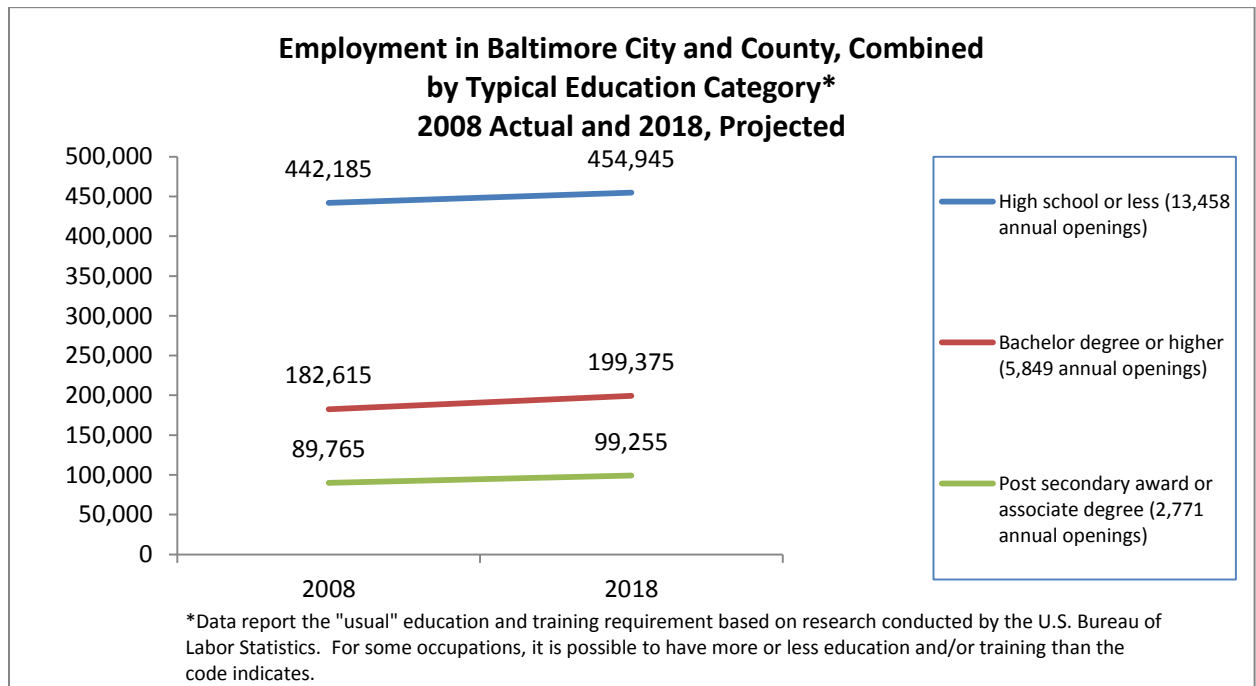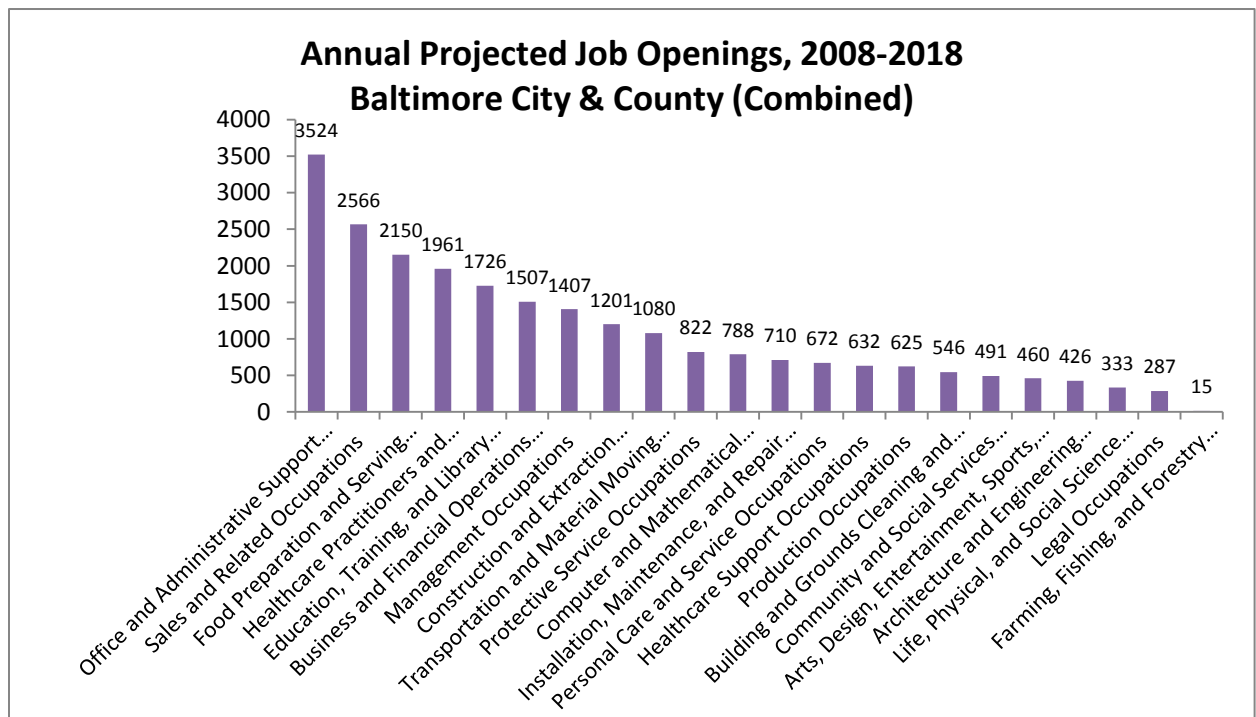
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Community colleges are uniquely positioned to meet the transfer requirements and ever-evolving work force needs of a city's resident population and business sector. For example, so far this year, BCCC's Business and Continuing Education Division has already served 25 clients through a variety of services, including job skills, literacy, citizenship preparation, information technology, weatherization, and health. Students served included unskilled residents, under-employed residents, refugees and senior citizens.

While nearly all of BCCC's and many of UB's and CSU's educational offerings are geared toward meeting the needs of the city and state's workforce and provide flexible, convenient, and cost-effective educational opportunities for both traditional and non-traditional students, BCCC like most urban community colleges also serves the needs of students seeking non-credit courses or credit courses providing preparation for transfer. The college is a major provider of career preparation and workforce development. As for workforce development that does not include academic degrees and certificates, BCCC offered the extensive non-credit instruction in such areas as Health Care, Telecommunications, Information Technology, Cyber-Security, Hospitality, Licensure/ Certification, Court Reporting, Child Care, Construction/Weatherization, and Skills Enhancement in a variety of areas.

The College's workforce related areas include, but are not limited to: Apparel Technology, Accounting, Business Administration, Computer Information Systems, Construction Supervision, Law Enforcement, Nursing, Health Information Technology, and Teacher Education. In addition, BCCC's Business and Continuing Education Division (BCED) offers a range of noncredit courses in Healthcare, Telecommunications, Information Technology, Website Development, Hospitality Management, and Professional Certification and Licensure.

The Task Force recognized the local businesses need for specialized skilled workers and the critical workforce needs of Baltimore City's residents who seek accessibility, flexibility and affordable education options that are currently served through the community college structure and environment. Ninety-eight percent of BCCC students are Baltimore City residents, followed by 43 percent at Coppin State University and 35 percent at the University of Baltimore. Of the three institutions, BCCC enrolls the vast majority of Baltimore City residents who seek associate degree, transfer and career programs, certificate programs and continuing education offerings with open admission and the lowest tuition of the three institutions.

The Task Force felt that a community college's distinct environment and open enrollment option as currently available to Baltimore City residents would be jeopardized if merged with another higher education institution that is not another community college.

4. Baltimore City's Education Goals

The Task Force discussed the current state of high school education in Baltimore City and how the merger of the city's public postsecondary institutions would affect its status, including the impact on BCCC as the only community college available to city residents. The Baltimore City Public Schools Vision Statement states that: *"Accelerating the academic achievement of all students, in partnership with the entire community to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce. "* [27]

The number of Baltimore City high school graduates going to traditional four-year colleges and universities dropped 12 percent from 2007 to 2011; yet, the number of students enrolling in community colleges increased by a similar margin, according to a report by the Baltimore Education Research consortium. [28] Forty-eight percent of Baltimore City's public school graduates are enrolling in college immediately after graduation compared with 70% nationally that attend two-year and four-year institutions. [29]

The 2010 Master Plan Update for Baltimore City Public Schools states:

"The end of school year 2009-2010 marks the third year of implementation of this theory of action, and an unprecedented three-year decline in the dropout rate from 9.5 percent in SY 2007 to 4.1 percent. This was a reduction of 1,481 in the number of students who dropped out of school. City Schools also posted a three-year increase of 10 percent in the graduation rate from 60.1 percent to 66 percent.

In SY 2010, City schools attained seven consecutive years of improving academic performance on all assessments, at most grade levels, and saw a second increase in student enrollment after nearly a decade of decline. Attendance increased significantly in middle grades for a second year; and suspensions declined for the third consecutive year. Over 16,000 parents responded to the system wide climate survey. For the first time, in 2009-2010, the achievement of City Schools' students was compared with students with similar demographic characteristics both in Maryland and nationally. Analysis of Maryland School Assessment (MSA) showed that City Schools' students in grades 3-8 achieved at a comparable level to students with similar demographics in reading, and exceeded the state average in mathematics in 2010. On the 2008-2009 school year, Trial Urban District Assessments (TUDA) study of achievement in large, urban school districts on the National Assessment of Educational Progress, City Schools' students in grades 4 and 8 achieved in the middle of the range of performance levels for students with similar demographics in reading and mathematics." [30]

The Task Force acknowledged that Baltimore City's high school graduates and returning adult students have a rich choice of public higher education opportunities to meet their educational needs at all stages of life. This access is a major advantage inherent in the current organizational structure that needs to be maintained for the betterment of city residents.

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[27] Baltimore City Public Schools, Vision and Mission, baltimorecityschools.org

[28] The Baltimore Sun, "*Getting on Track for College*," Sept. 15, 2011

[29] Id.

[30] http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/110/PDF/2010MasterPlanAnnualUpdate.pdf

Beyond the separate missions, constituencies, and infrastructure needs of each institution, it is possible that a merger of organizational identities would negatively affect either or all of these institutional identities including important accreditation considerations. Since the time the JCR request was published, the Middle States Commission on Higher Education placed Baltimore City Community College on probation.[31] The impact of merging one institution on probation status with another that is not on probation would call into question the academic integrity and viability of both. In the opinion of the Task Force and higher education officials at both USM and MACC a structural merger under these circumstances would simply transfer the challenges of one institution to another and is not a viable option.

After reviewing the considerations of merging higher education institutions, the complexity of issues involved and specific analysis of four important areas—student populations, program offerings, local workforce needs, and Baltimore City's educational goals—particularly relevant to the study of Baltimore City student progress and success, the Task Force concluded that a merger is unlikely to achieve significant efficiency benefits and potentially could result in negative impacts on the students and respective institutions.

C.   Potential Areas for Enhanced Partnerships

The Task Force subsequently undertook a review of potential areas for the three universities to collaborate or partner to support improved student success and student progress. The Task Force focused its attention to three main areas of active work currently under way at one or more of the three institutions; these areas are:

1)   Student success initiatives, which includes joint academic programs, articulation agreements, college readiness initiatives and faculty development;

2)   Blended learning environments, including course re-design and experiential learning;

3)   Enhancing capacity, including shared transportation and shared goals for technological services for students.

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[31] The Middle States Commission on Higher Education is the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the region – including Maryland. On June 23, 2011, the Middle States Commission acted to place Baltimore City Community College on probation because of insufficient evidence that the institution is in compliance with Standard 14 (Assessment of Student Learning). BCCC remains accredited by the Middle States Commission on Higher Education while on probation. Following submission of a monitoring report on March 1, 2012, the Commission will conduct a small team visit to assess the institution's compliance with the Commission's standards. Following the on-site visit, a report by the visiting team will be completed. The monitoring report, the small team report and the institutional response to the small team report will be considered by the Committee on Follow-Up Activities, and then by the Commission at its June 2012 meeting. The Governor has reconstituted more than half of BCCC's Board of Trustees in an effort to ensure that the institution remains viable, serving its mission and student population.

The Task Force discussed these topics in an effort to discover areas of collaboration. Each of the three areas is described below.

1. **Student Success Initiatives—**The following initiatives are examples of current measures under way at CSU, UB and BCCC that exemplify efforts to increase access and college readiness.

   a.   *Joint Academic Programs*

   Since 1999, CSU and UB have offered jointly the Master of Science in Human Services Administration. Currently, approximately 90 UB students and 80 CSU students are enrolled in this program. Students in the program complete half of their courses on each of the two campuses. The names of both institutions appear on the degree awarded to CSU and UB students. Since its inception, this joint academic program has prepared hundreds of human services leaders in the Mid-Atlantic region. In addition to joint academic programs, both CSU and UB have entered into a registration collaborative. During the past 15 years, CSU and UB students have been afforded broad inter-institutional registration privileges, making it easier for students to take classes at both institutions.

   CSU and BCCC administer the Coppin Project Focus Program, a collaborative effort that establishes a dual admissions program between CSU and BCCC. Students completing the program's 25 credits (including English 101 and all developmental courses) with at least a 2.0 GPA automatically transfer to Coppin. While studying at BCCC, they have access to academic tutoring, community college libraries, laboratory facilities, cultural and social activities, and campus events.

   b.   *Formal Articulation Agreements*

   These three institutions share several academic program offerings to help facilitate the smooth transition of students from community college to baccalaureate degree programs and to achieve program completion and student success. Students who enter can continue on the baccalaureate track in compatible programs at UB and CSU.

   Coppin State University has a number of articulation agreements with community colleges located in the surrounding counties and throughout the State of Maryland. Coppin State and Baltimore City Community College have articulation agreements in a number of liberal arts, education, professional studies, nursing, science, technology, mathematics, health and human services programs including: Applied Psychology, Arts and Sciences, Computer Sciences, Criminal Justice, Dance, Education, History, Management Science, Mathematics, Nursing (RN to BSN), Alcoholism and Drug Counseling, Rehabilitation Services, Political Science, Sociology, Sports Management, Special Education, and Urban Arts Production. In addition, CSU has articulation agreements in the aforementioned academic programs with community colleges located throughout Maryland including Allegany, Anne Arundel, Carroll, Cecil, Chesapeake, College of Southern Maryland, Frederick, Garrett, Hagerstown, Harford, Howard, Montgomery, Prince George's, and Wor-Wic.

   CSU participates in ARTSYS, an automated articulation information system for Maryland colleges and universities. Like many USM institutions, CSU continues to work with

community colleges throughout the state to remove barriers to a seamless educational experience for students interested in transferring to the university.

The University of Baltimore has more than 65 articulation agreements with 11 different Maryland community colleges: Anne Arundel, Baltimore City, Caroll, Cecil, Baltimore County, Frederick, Harford, Howard, Montgomery, Prince George's and Wor-Wic. Articulation agreements lay out the courses required to transfer seamlessly to UB and to stay on track for on-time graduation. UB participates in ARTSYS and is developing an automated degree-audit system that will help UB contribute to state-wide efforts to facilitate reverse-transfer of credits that would result in awarding an associate's degree at the student's home community college after he or she has matriculated here.

UB and BCCC work together to create and maintain articulation agreements that provide the opportunity for community college students to continue their academic studies by transferring courses and exploring additional options that help students achieve their higher education goals. UB and BCCC have articulation agreements in the following areas: Arts and Sciences, Literature to English; Professional Writing to English; Science to Forensic Students (Forensic Science Track); Business Administration to Business Administration. Articulation agreements are updated periodically. The current UB-BCCC agreements have been updated and are pending final approval.

In addition to the articulation agreements listed above, BCCC also has seven with Morgan State University, seventeen with Sojourner Douglass, eight with Towson University, one with UM School of Medicine, and four more with other institutions.

The Task Force found that the current articulation agreements cover a significant amount of course offerings for students. The Task Force believes that the current articulation agreements work toward advancing student academic success.

c.   Faculty Development for Student Success

In June 2010, UB received a Maryland College Access Challenge Grant to support the academic success of transfer students, particularly students who transfer to UB without having completed an associate's degree elsewhere. The funding supported three tasks: (1) an intrusive academic advising model to help students to more clearly understand expectations and resources available; (2) curricular and co-curricular initiatives to help students to understand the connections between their academic programs and their career goals; (3) faculty development to improve approaches to active, engaged reading.

UB focused on student reading behaviors because evidence showed that students' willingness to immerse themselves in and take ownership of their reading assignment was a factor that mattered in their overall goal commitment and willingness to order their lives in a way that made their learning a priority. UB learned that connecting students more effectively to faculty and to the learning, through improving critical and creative reading strategies, will more effectively allow students to improve academic performance in many ways. UB formed a faculty-learning circle, involved in readings and discussions to culminate in specific changes to the teaching and learning environments in 200-level, reading-intensive classes. In Summer 2012, UB will be assessing those strategies and will be disseminating their work. The Task Force believes that this work could be shared also with other institutions to ultimately benefit student progress.

Baltimore City Community College carries out a number of programs designed to enhance faculty development. For example, the Promise Academy Faculty Institute is a 10 to 20-hour Faculty Institute, which covers six training modules (see below). The Institute serves as the training and professional development component of the learning community. It provides faculty and tutors with modules related to the Foundation for Success Math and English and Reading curriculum, best practices in adult basic education and teaching methods. Faculty and staff from the Mathematics Department, Adult Education Program, Student Affairs and the Division of Academic Support and Learning Resources facilitate the modules. The Promise Academy Faculty Institute included time for faculty planning, collaboration and peer feedback on sample lesson demonstrations. It also requires participants to complete four assignments designed to promote critical thinking and the sharing of best practices for serving students in developmental math and developmental English and reading courses.

d.   College Readiness

Teacher Education: Coppin State University collaborates with public schools to address the shortage of well-trained math teachers. The Baltimore Excellence in Science Teaching (BEST) STEM program, which is funded by a federal grant, blends teacher professional development, school outreach, student recruitment, and new teacher induction, to increase the number and quality of math teachers in the region's public schools. BEST STEM contributes to the goals of Governor Martin O'Malley's STEM Task Force Report, Investing in STEM to Secure Maryland's Future, by using each university's established collaborations with K-12 schools in the Baltimore Metropolitan region to increase the number of math teachers and to improve the retention rate of math teachers in Maryland. So far, a number of schools are benefitting from this partnership including: Rosemont Elementary/Middle School, Coppin Academy, Bluford Drew Jemison STEM Academy Transformational School; Bluford Drew Jemison STEM Academy; Carver Vocational Technical High School; and Frederick Douglass High School. Overall, this initiative creates a pipeline of STEM students from the middle schools through high school to help motivate or to better ensure careers in the STEM fields. Both CSU and Towson hope to market this collaboration as a model to be replicated throughout Maryland. In addition, Coppin State University's School of Education has developed a partnership with the Baltimore Teachers Union, which allows teachers to receive certification in programs such as Curriculum and Instruction, Adult and General Education, and Special Education.

The University of Baltimore Division of Science, Information Arts and Technologies within UB's Yale Gordon College of Arts and Sciences focuses on three of the increasingly important STEM disciplines (science, technology and mathematics) in order to meet workforce demand for those who possess the knowledge and skills to practice in those areas. The division offers academic programs designed for students with interests in science and computer-related areas and the mathematics that supports them. These interests range from information technology; usability studies; system development; and game, simulation and interaction design to environmental studies that encompass science, ethics and politics, to the exploration of humans' interactions with the planet.

This UB division boast nationally prominent faculty who are involved in projects exploring environmental sustainability and watershed protection, historical archaeology, interface design, application development, information services, new-media rhetoric, electronic

publishing and the digital arts; and in summer 2011, these faculty members hosted a free week-long Environmental Sciences Summer Academy for Baltimore area high school students that focused on local ecosystems, their complexity and the current issues involved in environmental protection and preservation.

K-12 Partnerships—Coppin State University has established a number of partnerships with Baltimore City Public Schools to advance its Urban Education Corridor (UEC) initiative. This initiative is a pre-K through 20 endeavor designed to address educational inequities in Baltimore City and successfully change the educational outcomes of students. Currently, UEC is based on a partnership between CSU and Rosemont Elementary/Middle School and the Coppin Academy. Many Coppin students and faculty are involved in mentoring and other service activities in the UEC. Graduates from Coppin State secure teaching jobs in these schools and many go on to get graduate degrees—making this a unique pre-K-20 partnership. An additional testament to community partnerships and to the University's legacy of education is CSU's partnerships with Rosemont Elementary/Middle School and Coppin Academy through the University's Urban Education Corridor. CSU was the first higher education institution in the State of Maryland to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City.   Since 1996, Rosemont has been transformed from one of the lowest performing schools in the Baltimore City public school system into one of the highest performing schools in the city and has posted the top scores in reading in Baltimore with all classes exceeding state standards in reading and math.

CSU is the only higher education institution in Maryland to locate a public high school on its campus while serving as the operator. Coppin Academy, a Baltimore City Public Charter High School, graduated its first class in May 2009. One hundred percent of the seniors from the Academy's inaugural graduation class passed Maryland's High School Assessment exam. Every senior in the class of 74 graduated, 91 percent of those who graduated attended college in fall 2009, and two students joined the military. Today, the Academy ranks 2nd within the State of Maryland on end of grade assessments at every content level.

The success of these two schools demonstrates CSU's commitment to its neighbors and serves as an example to others of how a university can anchor and stabilize urban communities. Our students and faculty are involved in mentoring and other service activities in this corridor. Graduates from CSU secure teaching jobs in these schools and many go on to get graduate degrees—making this a unique pre-K-20 partnership. The achievements of both Rosemont and Coppin Academy show how important it is to make investments in the young students that we serve through our Urban Education Corridor initiative. This initiative touches kindergartners to eighth graders at Rosemont Elementary/Middle, the ninth to twelfth grade students enrolled at Coppin Academy and every student enrolled at Coppin State University.

The University of Baltimore has been involved in designing and delivering College Readiness Initiatives, primarily for the benefit of Baltimore City Public School System (BCPSS). Using the information learned from UB's retention and student success work when building its lower division (launched in Fall 2007), including efforts center on Closing the Achievement Gap, UB has developed a conceptual framework for college readiness. This framework includes not only an emphasis on core academic areas, but also work on applied learning skills and on the habits of mind of successful students. All of these abilities and attributes are presented within a context of providing students with "knowledge of college"

for the purpose of laying the foundation for college completion. For the most part, UB's College Readiness Work has been a natural extension of UB's work to develop lower division learning experiences that provide the foundation for college completion. UB learned a great deal about student success and persistence from work in creating the essential components of the first-year experience at UB: learning communities, the first-year seminar, an intentional co-curriculum, faculty and staff focus on engaged learning, developmental pedagogies and practices, and intensive advising/early-alert systems.

UB's freshman retention has made clear that institutions must build on the student's goals to make them well-informed co-producers of their college plans. UB's College Readiness Initiatives have been grouped into five strategies: 1) College Readiness Preparatory series (11th Graders); 2) Summer Programs 3) Dual enrollment opportunities for 11th and 12th graders who are ready for college-level work; 4) Professional development services for teachers and guidance counselors; 5) Outreach and professional development services, such as UB's: BCPSS workgroups, College Bound Foundation, Baltimore Collegiate Academy, HEROES Academy and Excel Fellowships programs.

BCCC has undertaken the following initiatives with Baltimore City Public Schools to support college readiness. Those initiatives include but are not limited to the following: 1) Tech-Prep Articulation Agreements in 12 different programs with Baltimore City public schools and *22 more are being developed*. This program allows students to get college credit for career knowledge gained in high school CTE programs; 2) Early Enrollment/Dual Enrollment Program allows students currently enrolled in high school and have achieved academic excellence to enroll in college courses at BCCC. BCCC's Early Enrollment Program enables students to take college courses and earn college credits while they are still in high school. Students who meet the Early Enrollment Scholarship requirements may qualify for $1000 per academic year towards the cost of tuition, fees and books. Baltimore City residents may be eligible for additional funds; 3) The Upward Bound program provides Baltimore city high school students with college preparatory services, emphasizing academic excellence, individual expression, and service to school and community. The program identifies talented students and assists them in developing the academic and social skills necessary for success in high school and college. The goal of Upward Bound is to provide certain categories of high school students with better opportunities for attending college. The categories of greatest concern are those with low income, those with parents who did not attend college. Upward Bound is a federally funded educational program within the United States; it is one of a cluster of programs referred to as TRIO, all of which owe their existence to the federal Higher Education Act of 1965.

BCCC's developmental education programs help to compensate for academic deficiencies, both for new high school graduates as well as for older adults returning to school. The section on outcomes gives data documenting the high utilization rate (90 percent and higher) of developmental education courses by both groups of students.

2. **Blended Learning Environments—**The following initiatives are examples of current activities at UB, CSU and BCCC that support various student-learning environments.

a.   *Course Redesign*

The major principle of course redesign is that it increases student success and ability to transfer their learning to more complex environments while keeping costs flat or reduced.

On an annual basis, the University System of Maryland invites participation in a system-wide initiative to redesign large enrollment, multi-section courses using technology supported active learning strategies. Its goal is to achieve improvements in learning outcomes as well as reductions in instructional costs. The Task Force believed that the course redesign activities could present opportunities for the City Study institutions to collaborate on each other's efforts.

The University of Baltimore has been awarded three course redesign grants: (1) an upper-division writing general education course: UB eliminated the requirement for an additional course in writing across the curriculum by using technology to integrate discipline-centered writing groups within the context of a writing skills course; (2) both developmental math courses: UB lowered costs, increased capacity, and increased pass-rated by implementing a flexible environment where students make choices about the resources (classroom, coaching studio, online support) they need to succeed; (3) an upper division graduation requirement (Ethical Issues in Business and Society). UB is increasing capacity, controlling for course drift, and improving learning outcomes while keeping costs fixed by using technology to reduce the amount of time students spend in lectures and to increase the amount of time students are engaged in active, authentic learning experiences. UB is in the process of writing a fourth grant for a business statistics class; the design will create an archive of materials that students can use when they need to demonstrate mastery in that ability in other business courses.

Course redesign is also a key focus for Coppin State University. In 2009, CSU's Department of Mathematics and Computer Science redesigned all sections of its developmental algebra course and its passing rates for both levels of developmental math (Math 097 and Math 098) improved from 36 percent in Fall 2005 to 68 percent in Fall 2010. CSU will continue to compete for grants totaling $20,000 each to redesign courses as a part of this initiative.

BCCC has undertaken extensive course redesign of its developmental education program. The Promise Academy is a new initiative developed to provide students with the necessary tools for success in their foundation courses and to offer various support services central to student achievement. The initiative introduced two new courses for MAT 80 and English 80 and Reading 80 entitled the Foundations for Success (FFS) as part of the College's focus on the learning needs and graduation rates of students entering below the first level of developmental education courses in mathematics. The Promise Academy included the several components ranging from and intensive 45-hour course, covering the basics math skills content using life-application skills to embedded tutoring, intrusive advising and scholarship awards to cover the cost the tuition, fees and course materials. A modularized curriculum is identified as a key strategy in order to offer shorter, more tailored math segments that would enable students to save time and money by only enrolling in modules that address their deficiencies. The redesigned developmental math courses are Developmental Math 91: Elementary (4 semester/billable hours) and Developmental Math 92: Intermediate Algebra (4 semester/billable hours). Students meet with the faculty member assigned to a module where instruction is targeted to a specific skill. Students doing poorly in modules may be required to do more hours of Check-Up Sessions per week. Check-Up Sessions will include concepts review, reading, and study skills, test taking strategies, coping with math anxiety, time management, and organization.

b.   Experiential Learning and Internships

UB students have ample opportunities to translate their classroom experiences into hands-on service to their community. Many of UB's undergraduate courses have a service-learning or experiential education component wherein students complete a semester-long field study or internship with a community organization in conjunction with a senior project that integrates field study and service with classroom and research work. For example, students in UB's Bachelor of Arts program in Community Studies and Civic Engagement have the opportunity to study and work beyond the borders of UB's campus through partnerships with community-serving organizations where they are able to explore the dynamics of civic engagement and citizenship. This experiential curriculum culminates in a field study or internship with a community organization and a senior project that integrates what's learned in the classroom, on site and through research. By graduation, students will have spent at least 300 hours serving the community.

In 2007, the Carnegie Foundation designated UB as a "Community Engaged University," a selective classification. The new classification denotes colleges and universities with proven track records of extensive involvement in their communities with regard to service, partnerships and scholarly activity. At that time, no other institution in Maryland had received this distinction, which was been awarded to only 76 colleges and universities nationwide. The foundation cited UB's "demonstrated excellent alignment between mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement."

In addition, the U.S. Department of Education named the University of Baltimore to the *President's Higher Education Community Service Honor Roll* for exemplary service efforts and, in particular, service to disadvantaged youth. The department's Corporation for National and Community Service selected UB as one of six institutions nationally to receive the distinction from the highest levels of government.

Further, UB law students have the benefit of studying at one of the nation's leading law schools in providing clinical education. The University of Baltimore School of Law provides as many as 200 students each year the opportunity to participate in a broad range of clinical programs and internships. These programs provide students with a broad range of experiential learning opportunities as both licensed student attorneys (clinics) and closely supervised law clerks (internships). The law school's clinical program not only provides students with unmatched, real-life practical experience, but also generates significant results that benefit Baltimore, Maryland and beyond. Clinics represent, on average, 200 low-income clients every year, including adults, children, neighborhood associations and other nonprofit organizations. These are just a few examples of opportunities for civic engagement that UB provides for its students. The University keeps experiential and service-learning at the forefront of its academic planning.

Given the mission and location of Coppin State University, CSU embraces its civic responsibility to build strong community partnerships and to become engaged at the local, regional, national, and global levels. The University has been recognized for its contribution to the community and for civic engagement.   Recognizing its role in advancing the civic purpose of higher education by improving community life and educating students to engage in civic and social responsibility, CSU has expanded its focus on service learning. Coppin

State University along with twenty other higher educational institutions in the State actively participates in the Maryland Campus Compact; a statewide association committed to further enhance the practice of service and citizenship, which is deeply rooted in CSU's institutional mission.

BCCC's offers internships through several sources. The Allied Human Services program has four courses where students are required to perform fieldwork, ranging from 30 to 120 hours per semester. There are 86 sites distributed among public agencies, non-profit entities, and schools. Last semester, there were 170 students in Allied Human Services fieldwork courses, of whom 64 percent successfully completed fieldwork.

At BCCC's new Life Sciences Institute at BioPark, University of Maryland research laboratories and companies have generously taken BCCC's Biotechnology students into their laboratories. Every BioPark Biotechnology company has sponsored at least one BCCC intern. There are a total of 18 UM and BioPark laboratories currently participating, with a total of 43 student placements into these labs. There have been 51 placements into student internships at BioPark since fall 2009, and BCCC students are being placed consistently at a higher rate into UM and BioPark labs each year.

In addition, BCCC supports career services with internships distributed among a variety of other program areas and sites, including BCCC's radio station WBJC, CADD laboratories, accounting, AFLAC and the like. Last year, these other sites provided internships for 18 students. Efforts are being made to significantly increase internship opportunities in 2011-2012 because employers are increasingly looking for students who have job-related practical experience.

3. **Enhancing Capacity—**The following activities are examples of institutional initiatives that support the concept of shared resources among Baltimore City institutions. These examples include how these city institutions use technology to transform teaching and learning and streamline administrative processes.

   a. *Baltimore Collegetown Network*

   Both Coppin State University and the University of Baltimore are active participants in the Baltimore Collegetown Network, a consortium of 14 colleges and universities in the Baltimore Metropolitan region. This consortium, which includes more than 120,000 students and 60,000 employees, works to attract, engage and retain students and raise the profile of Baltimore as a college town. Key initiatives include joint marketing campaigns, the Baltimore Collegetown Leadershape® program (which focuses on leadership development by connecting CSU and UB students with other students attending Baltimore area colleges and universities with the purpose of making Baltimore better), internships and student programs.

   b. *Student Transportation Services*

   Both Coppin State University and the University of Baltimore jointly fund a shuttle bus that runs between the two campuses on a daily schedule. The idea behind this collaborative effort is to improve transportation alternatives for students attending both universities. This service enhances current services offered by Coppin State University to transport students to off-campus or co-curricular activities.

BCCC provides free shuttle service to all students and staff. The shuttle connects the Liberty Campus/Liberty West sites in northwest Baltimore with its Life Science Institute at BioPark downtown (west) and the BCED building downtown (east).

c. *Technological Transformation*

Coppin State University has an advanced technology infrastructure and has a solid history of providing robust and reliable voice and data solutions to transform teaching and learning and to streamline its administrative processes. CSU has leveraged its partnerships and collaborated with its USM sister institutions to reduce the cost of IT implementation. In addition, Coppin State has installed numerous systems to streamline administrative functions for students, staff, and faculty and offers a wide range of self-service capabilities including Blackboard and Tegrity systems and support; student enrollment, accounts, class schedules, and financial aid; library; bookstore; class rosters and grading for instructors, and much more. To engage students and transform the learning process, CSU utilizes a class-capture, web service that enables students to instantly and easily access course content anytime from anywhere. Regardless of location or time of day, students are able to relive part or all of the classroom experience as often as they wish whenever and wherever they choose to study.

The University of Baltimore delivers and supports accessible, high quality enabling technology solutions and information services for its students, faculty and staff. UB's services exist in order to enhance the user experiences in teaching and learning, to streamline business processes, to support community relationships and partnerships, and to facilitate a self-service approach to life-long learning. Because of increasing demand for technology projects, project portfolio management has been implemented so that existing resources can better meet the needs of UB's user community. Major project initiatives this year have included:

* the implementation of the open source Sakai learning management system (LMS) with migration and improvement of all course content from the UMUC WebTycho system;
* implementation of centralized academic room scheduling and overhaul of associated business processes;
* implementation of a campus "one card" system known as the Bee Card for more streamlined and improved student experience;
* a whole set of projects that will lead to streamlined academic advising and an automated degree audit.

BCCC has implemented several technology initiatives to enhance student success. Among the several initiatives, two initiatives are: 1) **Blackboard –** Since January 1, 2005, BCCC created an online presence for every course, faculty and staff member on Blackboard, http://bccc.blackboard.com) the learning management system used at the College. As a result, all registered students could login to Blackboard and have access to all their classes, be those online or on campus. This automated service provided the advantage to faculty of having a built-in roster of students in their courses and thus maintains an online grade book and communication venue. At the same time, faculty started using Blackboard to post syllabi, assignments, reminders, and other course information. In addition to having every BCCC course on Blackboard, students also have access to the online library databases, an online course catalog, online tutoring, and a variety of services and announcements

pertinent to the College activity. Recent student surveys indicate that due to the high use of Blackboard, student find all the online learning services useful, timely, and convenient; and 2) **NetTutor –** BCCC provides NetTutor, a Web-based online tutoring service. NetTutor provides tutoring in which the BCCC students could choose tutoring that is either synchronous, BCCC student receives live tutoring or asynchronous, BCCC student submits questions and receives tutor response, similar to email.

TASK FORCE RECOMMENDATIONS

The JCR asks the Task Force to assess the *impact* that institutional partnerships and the merging of institutions or resources would have on student success rates, costs per degree and education and degree opportunities. This report discussed the potential impact of merging institutions and takes the first step in assessing the impact of sharing resources and strengthening institutional partnerships. By examining the current efforts of each institution in specific areas, the Task Force is able to offer the following recommendations:

1. The Task Force recommends, upon review of the 2011 Coppin Study, that the three public, non-research institutions in Baltimore City also continue to focus on enhancing student success and reviewing academic programs and articulation agreements in order to further strengthen its current efforts to achieve student progress.

2. The Task Force recommends that Coppin State University should actively increase its efforts to attract and recruit transfer students from community colleges in addition to Baltimore City Community College and, in particular, recruit transfer students who have attained junior-level status or an AA degree.

3. The Task Force recommends not merging these institutions.

4. The Task Force recommends that the institutions explore the feasibility of developing a uniform college preparation program for Baltimore City Public School students.

5. The Task Force recommends, after extensive discussion of several potential areas for institutional collaboration or best practice sharing, the following actions:

   a. That each institution research developmental course redesign and share the outcomes of those efforts with one another to further enhance the success of non-college ready students.

   b. That each institution shares its most recent work on STEM with UB and BCCC to further develop quality initiatives and student involvement in STEM disciplines.

   c. That UB share its work and leadership role in civic engagement with CSU and BCCC to bring experiential learning to an even greater number of Baltimore City students.

   d. That each institution share best practices on college-readiness initiatives for high schools students and offer to Baltimore City School leadership officials the opportunity to convene a meeting to discuss appropriate deficiencies as a way to enhance student success when they attend one of these public higher education institutions.

   e. That UB share with CSU and BCCC the outcomes from the research it pursued for the Maryland College Access Challenge Grant.

6. The Task Force recommends that the three institutions assess the cost of implementing the recommendations of this study since those costs are unknown at this time.

APPENDICES

APPENDIX A

Baltimore City Community College

BALTIMORE CITY COMMUNITY COLLEGE

Introduction

BCCC's Mission Statement covers a wide range of challenges and commitments:

> *Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.*

Given the data on the right, BCCC recognizes that **developmental education** is the gateway to degree attainment and workforce preparation for the majority of its students. More than 90 percent of entering students who are tested need academic assistance prior to pursuing college-level work or workforce training. Therefore, BCCC has extensively researched and instituted a number of best practices to improve academic preparation and increase completion rates.

BCCC at a Glance	
Fall 2010 Student Headcount	
Undergraduates	**7,160**
Non-Credit	**4,893**
Total	**11,998**
FY2011 Annual Student FTE's	
Undergraduates	**4,946**
Non-Credit	**2,477**
Total	**7,423**
Undergraduates, Fall 2010 or FY2011	
Median Age	**27**
Female	**71%**
Full-Time	**42%**
Minority	**78%**
Received Pell Grants, FY10	**49%**
Received Any Financial Aid, FY10	**56%**
Baltimore City Residents	**75%**
Maryland County Resident	**17%**
Of first-time Fall 2010 Entrants who were tested:	
Needed Reading remediation	**48%**
Needed Writing remediation	**73%**
Needed Math remediation	**97%**
2010 Licensure/Certification Passing Rates	
Registered Nursing	**91%**
Licensed Practical Nursing	**100%**
Physical Therapy Assistant	**100%**
Dental Hygiene	**100%**
Respiratory Care	**79%**

The BCCC Profile is divided into three sections:

7. Student Success Initiatives
8. Institutional Outcomes to Date
9. Institutional Challenges and Opportunities

Part 1. Student Success Initiatives

For Academic Year 2011-12, twenty one 21 initiatives have been identified, together with outcome measures of success such as enrollment, retention, completion and so forth. These will be incorporated into the Strategic Plan. These initiatives include:

1. **Deleted & combined programs to increase retention and graduation rates.** (Completed)
    - better aligned program offerings while increasing student skills, competence and marketability
    - more effectively utilized resources in order to strengthen existing programs and to add new market driven programs
    - offers an array of program options while at the same time providing students the flexibility to change their minds
    - reduces "excessive" credits that lead to a reduction in students financial aid eligibility

2. **Developed the "Promise Academy" to increase completion rates for the hardest to serve and least prepared students.** (Model completed with gradual transition to full implementation Fall 2012)
    - provide math, reading and writing instruction along with life skills training, remediation and mandatory tutoring for those who test into the lowest level of Developmental Education;
    - allow students a chance to succeed without having to pay for the course(s) thereby preserving their Financial Aid Eligibility (program funded through city scholarships and are eligible for state FTEs);
    - allow them to take some credit courses (utilizing financial aid) such as PRE 100, Health & Wellness and Computer Literacy
    - provide support services through a "Learning Community Cohort Model"

Students enrolling in the mathematics version of the "Promise Academy" piloted last Summer did far better on their final math test than those in the traditional course:

Math Competencies Comparison — Traditional Math 80 vs Promise Academy Math 80. Decimals: 66%/76%; Definitions: 56%/84%; Fractions: 37%/71%; Circumference: 58%/; Percents: 46%/77%; Whole: 56%/79%; Word: 42%/71%. Passing line shown.
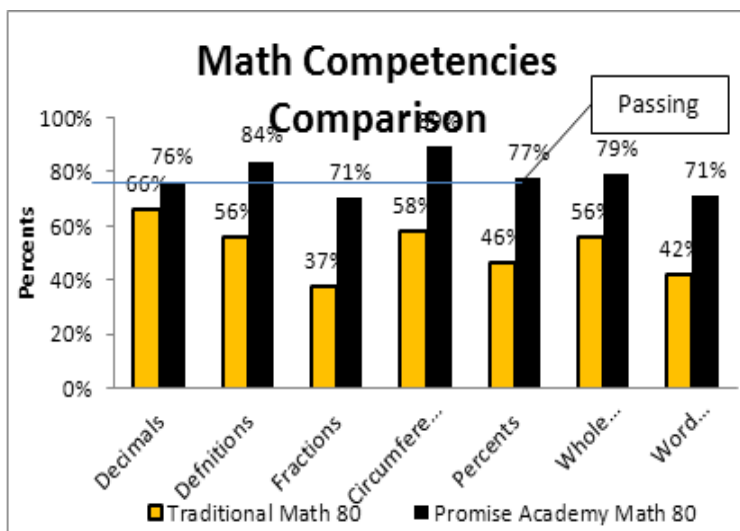
3. **Completely redesigned the Developmental Education program to reduce students' time to degree and to increase successful completion.** (Model completed with gradual transition to full   implementation Fall 2012)
   - reduced overall credits from 36 to 18
   - instituted a "diagnostic" tool that more closely identifies students weak skill areas so they can be addressed
   - aligned (mapped) developmental level courses to prevent gaps in instruction
   - Combined reading and writing courses to increase content learning
   - established a series of math modules that address various competencies to prevent students from being locked into 16 week courses

4. **Student Learning Outcomes & Assessment Process.** (Completed)

5. **Non-Credit to Credit Articulations to create workforce development pathways for students to earn credit towards building their career in a field of study.** (ongoing)

6. **Piloting the national I-Best course redesign model that combines basic skills with workforce/career training to increase learning. This model helps students "make sense" of basic skill instruction within the context of their chosen career.** (Completed)
   - ABE with Apprenticeship and ESL with Certified Nursing Assistant training.

7. **Revised Program Review process to add annual data and market info reviews.** (Completed)

8. **Developed Academic Master Plan to guide future learning and instructional goals.** (Fall 2011)

9. **Created an intrusive Advising Model to include built-in degree   audits to prevent excessive credit hour accumulation, improve retention and increase degree attainment.** (Full conversion Fall
   2011)
   - Provides a more structured, prescriptive, student success approach to advising
   - Decreases the chance of "self" advising and misinformation
   - 15, 30 & 45 mandatory credit hour checks
   - Increases personal relationships and minimizes the "see whomever is available" or "shopping around" approach
   - Establishes caseloads for advisors making them accountable for their outcomes (not everyone else's)
   - Enables all advisors to receive standardized training and recognition for personal successes

10. **Began automatic awarding of degrees and certificates allowing students to graduate without having to formally apply for graduation.** (Completed)

11. **Contracted for full mental health services on campus for students.** (Completed)

12. **"Targeted" Scholarships to provide students going into critical shortage careers automatic scholarships, i.e., STEM and/or designated number of high school scholarships.** (Oct 1, 2011)

13. **"One Stop" Scholarships so students will only need to visit the Financial Aid office to find out about ALL college & Foundation scholarships.** (Oct 1, 2011)

14. **Redesigned College Success (Pre 100) Course to include math anxiety, career exploration and financial literacy.** (Completed)

15. **Developed an online orientation to give new students a choice to come to the campus or take the orientation online.** (Completed)

16. **Established a First Year Experience program to focus on students most at-risk for dropping out (first time in college; first-generation; academically underprepared).** (Completed)
    - Provides students mentoring and a sense of affiliation with the College as soon as they enroll
    - Acquaints them with various faculty, staff and administrators; clubs and organizations; and, BCCC services and program

17. **Implemented an Early Alert System (PAIS) to provide early   intervention for students at risk of failing courses.** (Completed)
    - Faculty and advisors partner in identifying student challenges and recommending appropriate interventions
    - Students are informed about and referred to community and social service agencies if necessary
    - Provides help to students early before they fail or drop out

18. **Implemented a college-wide Completion Campaign to allow everyone at the college to get involved in retention efforts by mentoring and being a point of contact for students.** (On-going)
    - Individual employees, units, offices or groups agree to mentor students based on similar interests, ages, circumstances, etc.
    - Participants are given information on the national completion campaign and local info about our program.
    - Mentors/mentees can earn points for GPA; semester-to-semester retention; spending time together and participating in college-sponsored activities and events.

- The Student Government Association and Phi Theta Kappa, honor society, have a similar Completion Program with students mentoring students in the First Year Experience program.

19. **Provided a safe campus environment in which to learn.** (On-going)
   - Install additional cameras and safety equipment
   - Conduct safety workshops and forums
   - Maintain designation as the safest college in Baltimore City

20. **Improved campus aesthetics and upgraded facilities to enhance learning environment.** (On-going)

21. **New/Revised Policies and Procedures:**
   - Mandatory orientation for all students (completed)
   - Selected admissions for nursing/allied health (completed)
   - Early Alert (PAIS) requiring faculty to report at-risk behaviors (Oct 1, 2011)
   - Academic Probation/Dismissal (Oct 1, 2011)
   - Last 15 credits must be earned at BCCC (Fall 2011)

Cooperation with Colleges and Universities
   - **Articulation Agreements** – *68 programs with 15 colleges and universities*
   - Partnership between BCCC Life Sciences Institute at the BioPark and the University of Maryland at Baltimore to train BCCC students in biotechnology and lab science programs **(Department of Labor Earmark grant)**
   - Partnership with Juxtopia, Inc. to provide BCCC Construction Supervision students with goggles for intelligent instruction systems **(National Science Foundation, Small Business Innovation Research/Small Business Technology Transfer grant)**
   - Partnership with the BCPSS, Juxtopia, CCBC Time Center, Morgan State University, Pace University (New York), and Carnegie Mellon University to provide robotics technology training **(National Science Foundation, ATE Robotics Grant)**
   - Partnership with Towson University to provide research opportunities to BCCC science majors **(National Institutes of Health grant)**
   - Partnership with Towson University to provide summer research opportunities to BCCC students interested in urban anthropology **(National Science Foundation - Research Experiences for Undergraduates (REU) Grant)**
   - Partnership with Utah State University to provide BCCC engineering students with experience in computer simulation **(National Science Foundation, Computer Simulation for Dynamics Project)**

Baltimore City Public Schools

- **Tech-Prep Articulation Agreements** in **12** different programs with Baltimore City public schools and *22 more being developed*. This program allows students to get college credit for career knowledge gained in high school CTE programs.
- **Dual Enrollment program**, which allows high school students to take college, courses while still in high school.
- **Early Enrollment Program** allows students currently enrolled in high school and has achieved academic excellence to enroll in college courses at BCCC.
- **Mentoring Project at Cecil Elementary and Edgecombe Circle Elementary Middle School** helps students through fostering academic preparation and achievement; supporting parental involvement; providing college and career planning information; and, helping students through the many steps in postsecondary planning.
- **Teen Focus Forum at Frederick Douglass High School and Carver Vocational Technical School** introduces students to the expectations and requirements of preparing for college. Students visit Baltimore City Community College for special programs and cultural events at no charge to them, while learning about careers, college entrance requirements, financial aid, scholarship opportunities, etc.
- **Baltimore Alliance for Careers in Healthcare (BACH)** is a joint partnership between BCCC, BACH and Edmondson-Westside High School to prepare students for health careers.
- **Middle School Science Camps** are offered periodically throughout the school year to introduce young students to the exciting world of science.
- **The Upward Bound program** provides Baltimore city high school students with college preparatory services, emphasizing academic excellence, individual expression, and service to school and community. The program identifies talented students and assists them in developing the academic and social skills necessary for success in high school and college.
- **Educational Talent Search Program** provides academic, career, and financial aid advisement to over 600 pre-college students per year, two thirds of whom are first generation prospective college students who satisfy the designated income guidelines established by the United States Congress.

Part 2. Institutional Outcomes to Date (as a result of strategic student success initiatives)
- Established the Life Science Institute (LSI) in the UMB BioPark to train much-needed technicians to work in a variety of labs.
    - From Fall 2009 through Fall 2011, BCCC's LSI has served 467 unduplicated students in non-credit courses and 2,079 unduplicated students have taken undergraduate courses at that site.
    - Over the past two years, the number of students registered in undergraduate LSI programs increased by 23 percent <u>and</u> the number of degrees and certificates in LSI programs increased by 42 percent.

- LSI opened in Fall 2009 with 47 credit FTE's. In Fall 2011, there were 83 credit FTE's, an increase of 77 percent in two years.
- Established the only nationally certified Energy & Weatherization Hub in MD (also the only Hub to receive a Dept. of Energy grant to assist with developing a standardized national curriculum). The Hub trains low income, veterans and unemployed persons to become Energy Auditors and Crew Members while weatherizing low income homes in Baltimore City.
- Established the Maryland Center for Construction Technology to fill a critical need for apprenticeship training in the construction industry.
  - From Fall 2008 through Fall 2011, BCCC has enrolled 261 unduplicated students in non-credit weatherization and construction trades courses.

From Critical Success Factors, FY2011…
- 39% increase in workforce training enrollment
- 32% increase in AA & AS degrees
- 8% increase in AAS degrees
- 15% increase in certificates
- 31% increase in STEM program enrollment (from 2007-2010)
- 10% increase in online FTEs
- 6% increase in GED FTEs (gateway to workforce training)
- 2% increase in fall-to-fall retention of full-time students
- 4% increase in full-time students who graduated or transferred to senior institutions

BCCC's non-credit offerings are managed by the Business and Continuing Education Division (BCED). So far this year, BCCC's Business and Continuing Education Division has already served 25 clients through a variety of services, including job skills, literacy, citizenship preparation, information technology, weatherization, and health. Students served included unskilled residents, under-employed residents, refugees, senior citizens – the whole range of students to whom BCCC is committed. The table below details the clients and services provided in fY2012 to date:

Baltimore City Community College
Business and Continuing Education Division
FY2012 Partners & Client Lists

	Name of Client	**Description of Service**
1	Carroll Community College	To provide citizenship preparation at Carroll Community College according to the needs and interests of the program.
2	Casey Family Services	To provide Pre-GED, GED and workforce development training.
3	CETECH	To provide weatherization training for the MD Department of Housing and Community Development & MD Energy Administration.
4	Chesapeake Region Safety Council	To provide OSHA training to students in the weatherization training.
5	Civic Works	To recruit, provide job placement and perform case management for 41 students as part of the DOE grant weatherization program.
6	Dept. of Labor, Licensing & Regulation	To provide literacy works, Pre GED, GED and ESL classes for participants under the ABE grant.
7	US Dept. of Energy	To provide a variety of Weatherization Training such as, Tactics, Crew Chief, Auditor, Energy Modeling and OSHA.
8	US Dept. of Homeland Security	To provide citizenship and integration direct services to participant
9	Education Based Latino Outreach	To provide educational support services to the Latino community.
10	Foreign Born Information & Referral Network	To provide citizenship preparation in Columbia, MD according to the needs and interests of the program.
11	Goodwill Services	To provide recruitment and job placement for DOE weatherization training.
12	Harford Senior Center	To provide a variety of life enrichment classes such as, Line Dancing, Design & Production of Art.
13	Loyola University	To provide volunteer placement services for the refugee youth project.
14	Lutheran Services	To provide refugee employment & training services in the community.

15	MD. Center Veterans Education & Training	To provide Microsoft training for keyboarding, internet and Microsoft suite.
	Name of Client	**Description of Service**
16	Maryland Office for Refugees & Asyees	To provide refugees with services in the community pertaining to citizenship for older refugees and youth program.
17	Maryland Department of Human Resources - Department of Social Services	To provide Microsoft Training and GETS (Gaining Employment and Training Skills) which consists of life skills, building self-esteem and financial literacy.
18	Maryland Tourism Council	To provide Taxi Training for BWI taxi and local drivers.
19	Mayors Office of Employment Development	To provide multi-skilled medical technician training to at risk youth between 16 - 22.
20	Mid MD Workforce Investment Area	To provide vocational skills training or skills enhancement to WIA customer in Howard County.
21	Thomas Shortman Training	To provide adult basic education and ESL services.
22	Senior Network of North Baltimore	To provide a variety of personal enrichment classes such as, Post Impressionism, Design, Production of Art, Spanish & Watercolor
23	Waverly Family Center (Barbara Bush)	To provide Pre-GED, GED and Computer/Financial Literacy Classes.
24	Waxter Senior Center	To provide various courses through open enrollment such as safety & crime, line dancing, high steppers, art, health, pottery, oil painting, internet and leadership skills.
25	Zeta Senior Center	To provide various courses through open enrollment such as Spanish, health, internet, watercolor and photography.

Part 3. Institutional Challenges and Opportunities

The Challenge

For Baltimore City residents, the low level of educational attainment coupled with the correlation of earnings with education make it extraordinarily important to provide a broad range of educational programs, both credit and non-credit.

The most recent data released by the American Community Survey (2010) show that the population of Baltimore City continues to suffer from low levels of educational attainment. Only 26 percent of the population 18 years or older have a college degree or higher. _One-half_ of the population constitutes a target market for community college _academic_ programs – residents who have a high school diploma, but no degree. Another _one-quarter_ of the population comprises a target market for _non-credit_ adult education, including GED preparation, English as a Second Language, and workforce development.

Distribution of Educational Attainment in 2010
Baltimore City Residents 18 years or Older

- Bachelor's Degree or Higher, 109259, 22%
- Less than High School Diploma (or Equivalency), 109989, 23%
- Associate's Degree, 19695, 4%
- Some College/No Degree 103264 21%
- High School Diploma/No Degree, 145105, 30%
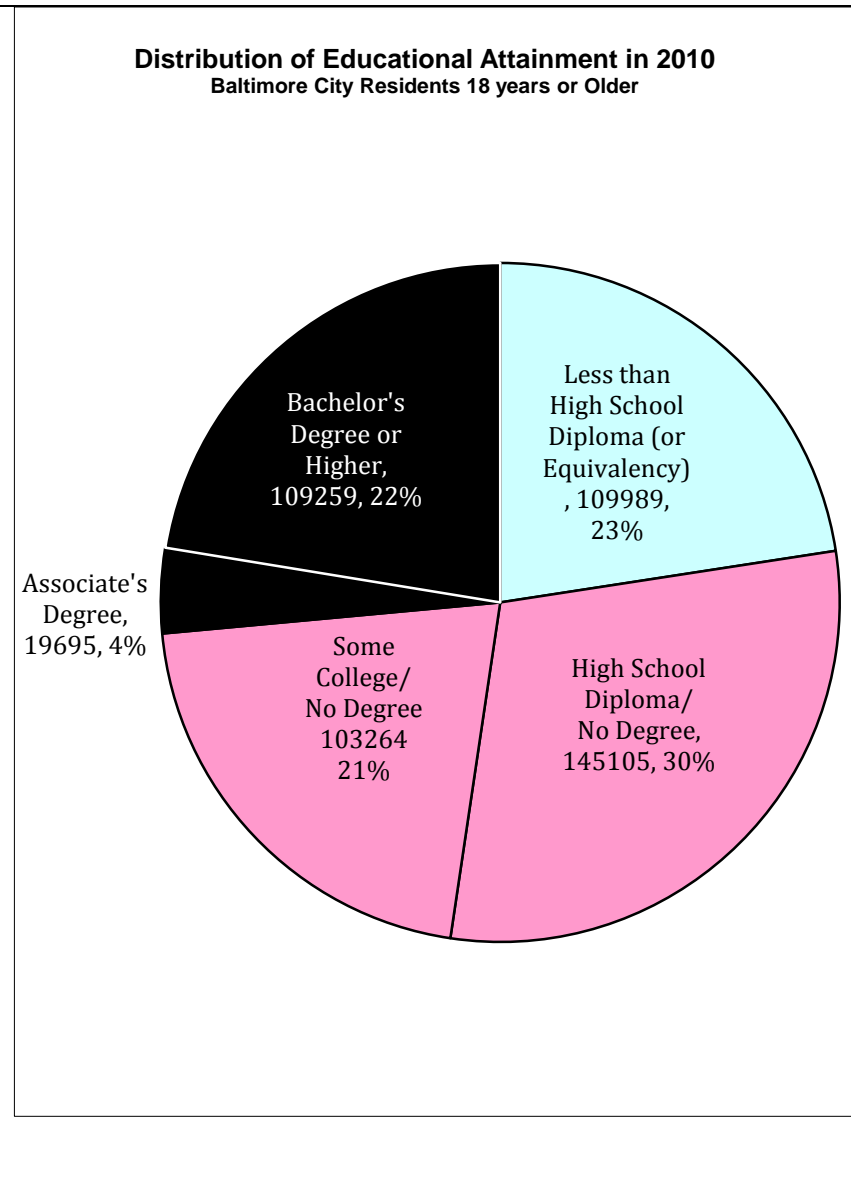
The latest data from the American Community Survey also show how education in Baltimore City can pay off:

- Adult education/GED preparation can raise earnings 20 percent for high school dropouts;
- An Associate's Degree can yield another 20 percent increase;
- Another 50 percent increase accrues from earning a bachelor's degree.

Median Earning in 2010 by Educational Attainment
Baltimore City Residents 25 Years or Older

Educational Attainment	Median Earning
Less than high school graduate	$20,202
High school graduate (includes equivalency)	$26,250
Some college or associate's degree	$32,031
Bachelor's degree	$47,617
Graduate or professional degree	$57,350
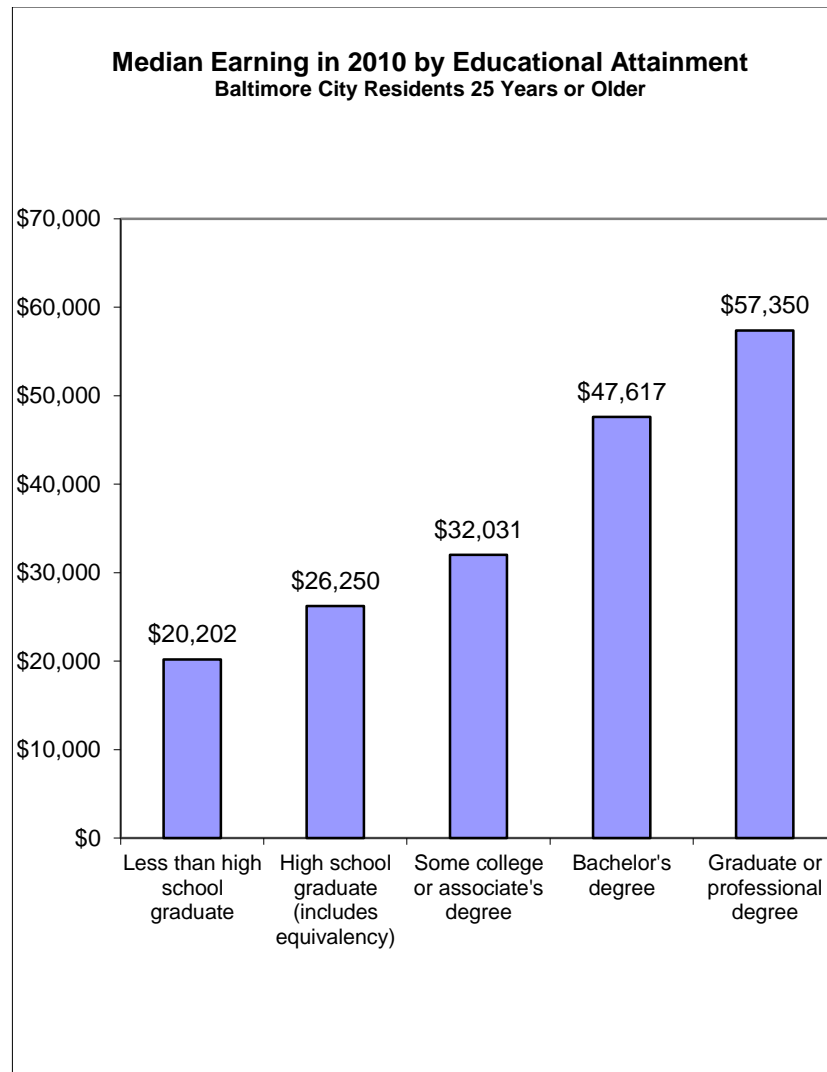
Public investment in adult education yields greater productivity and higher earnings – both for high school dropouts _as well as_ for high school graduates.

Enrollment

As shown above, _both_ credit _and_ non-credit offerings are important to the future of the city. In the past ten years, BCCC's overall enrollment has grown by 32 percent, built upon a 34 percent increase in undergraduate student full-time equivalents (FTE's) and a 27 percent increase in non-credit FTE's:

Baltimore City Community College
Student Full-Time Equivalent Enrollment
FY2011 compared to FY2001
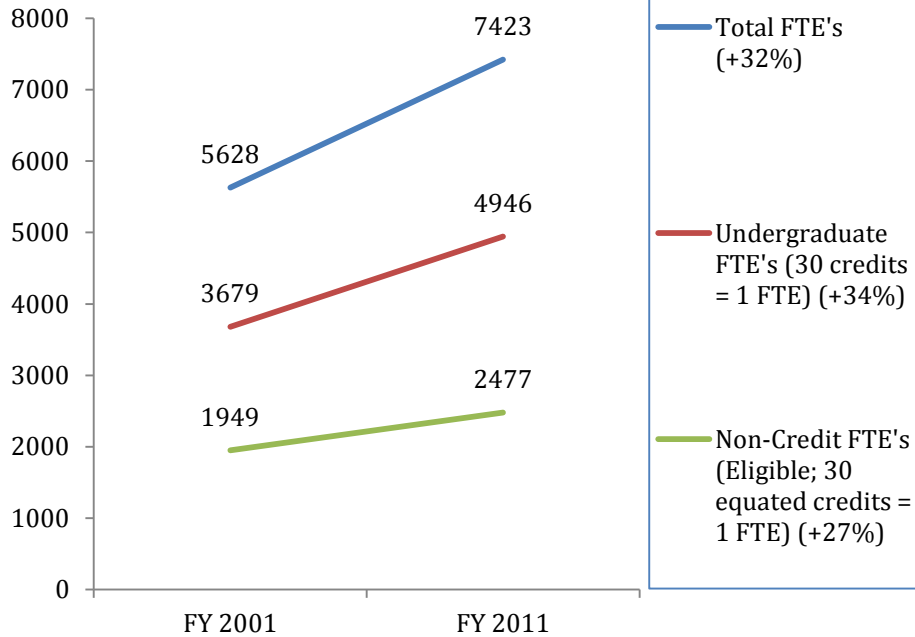
Legend:
- Total FTE's (+32%)
- Undergraduate FTE's (30 credits = 1 FTE) (+34%)
- Non-Credit FTE's (Eligible; 30 equated credits = 1 FTE) (+27%)

Data points:
- Total FTE's: FY 2001 = 5628, FY 2011 = 7423
- Undergraduate FTE's: FY 2001 = 3679, FY 2011 = 4946
- Non-Credit FTE's: FY 2001 = 1949, FY 2011 = 2477

Last year, non-credit courses accounted for one-third of BCCC's total enrollment. This instruction was distributed among adult basic education, GED preparation, English as a Second Language, workforce development, and community service. All of these offerings reflect a key part of BCCC's mission to enhance literacy, educational attainment, and workforce development for Baltimore City. In a given year, BCCC typically enrolls nearly 11,000 unduplicated students in its non-credit courses.

Baltimore City Community College
Enrollment Distribution, FY 2011
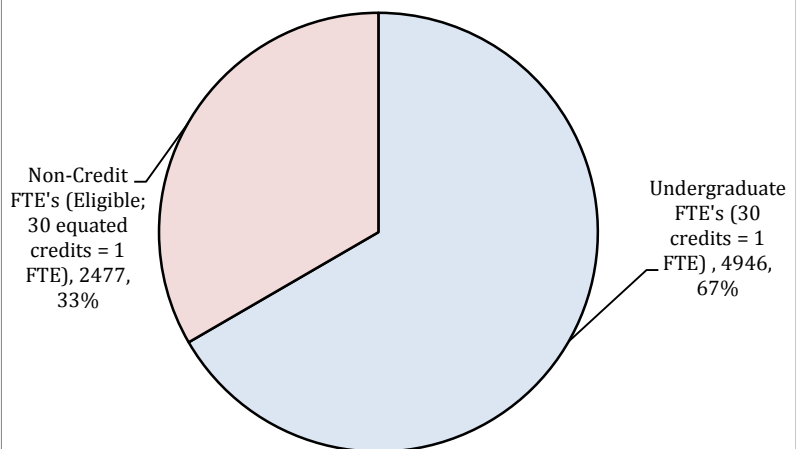
- Non-Credit FTE's (Eligible; 30 equated credits = 1 FTE), 2477, 33%
- Undergraduate FTE's (30 credits = 1 FTE), 4946, 67%

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BCCC's undergraduate headcount is distributed among 36 Associate degree and 13 certificate programs. Students enrolled in Pre-Nursing/Allied Health programs of study hoping to gain admittance into selective admissions programs comprise the largest cluster (33 percent of the Fall 2011 headcount).   Students enrolled in public service, education, and social science transfer programs comprise the next largest cluster (32 percent).

**Baltimore City Community College
Distribution of Undergraduate Headcount
by Major, Fall 2011**
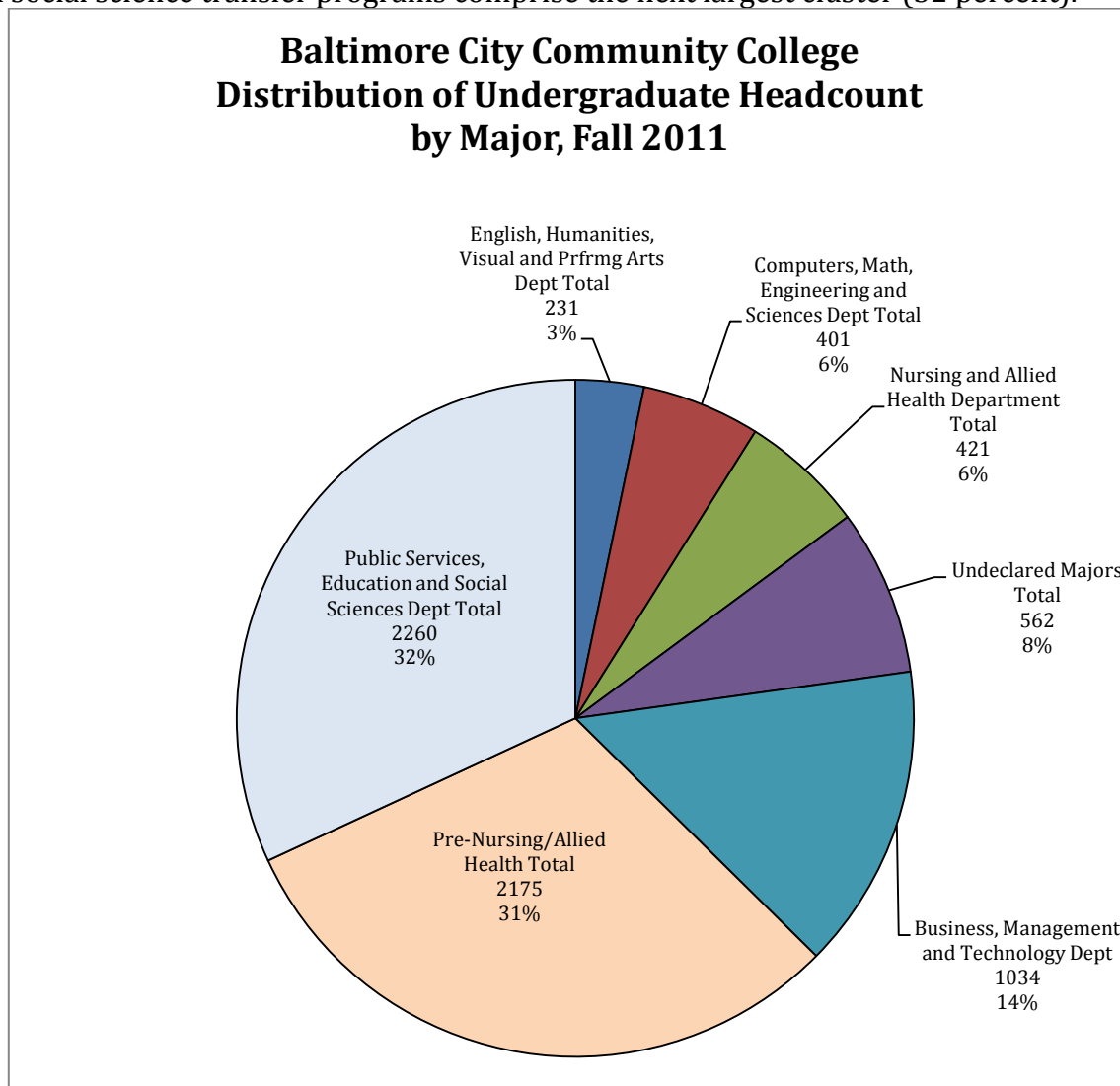
Nearly half (49.2 percent) of all undergraduates enrolled last year received need-based Pell grants. Nine-two percent are Maryland residents (mostly Baltimore City). Seventy percent are women; 58 percent are studying part-time and forty percent are 30 years old or older. Surveys gathered within the past two years show that 45 percent are first generation in college and 53 percent are employed more than 20 hours per week.

Remediation Needs
As most urban community colleges, large numbers of first-time students entering BCCC need remediation. For example, of all entrants in Fall 2005 who went on to attempt 18

hours or more in their first two years, only 9 percent of the entrants at BCCC were "college-ready, compared to 26 percent at CCBC and 32 percent statewide:

What Percent of the Fall 2005 Study Cohort were "College-Ready"?

Entity	Percent
Baltimore City	9%
Wor-Wic	12%
Carroll	16%
Cecil	18%
Chesapeake	20%
Prince George's	26%
Baltimore County	26%
Anne Arundel	28%
Garrett	29%
Howard	29%
Hagerstown	31%
Statewide (est.)	32%
Frederick	33%
Harford	36%
Allegany+	42%
Montgomery	45%
College of S. MD	54%

The Study Cohort consists of all first-time entrants who attempted at least 18 hours in 2 years.

Furthermore, the *extent* of remediation needed for most first-time entrants who are tested with *Accuplacer* is quite high:

Of the First-time entrants to BCCC in Fall 2010 who took Accuplacer Tests, how much remediation did they need?

Category	Percent
Developmental Mathematics Needed 0 semesters	3%
Developmental Mathematics Needed 1 semester	12%
Developmental Mathematics Needed 2 semesters	35%
Developmental Mathematics Needed 3 semesters	50%
Developmental Writing Needed 0 semesters	27%
Developmental Writing Needed 1 semester	30%
Developmental Writing Needed 2 semesters	32%
Developmental Writing Needed 3 semesters	11%
Developmental Reading Needed 0 semesters	52%
Developmental Reading Needed 1 semester	24%
Developmental Reading Needed 2 semesters	24%

The extent of remediation needed has posed major challenges to student outcomes. The intensity of remediation required made it difficult to overcome academic deficiencies in a given timeframe.

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Staffing

Since Fall 2000, the numbers of faculty assigned to credit courses have declined in both the full-time and the part-time categories. Given the increase in enrollment noted previously, the student/faculty ratio increased to 36.0 in Fall 2010. In Fall 2011, full-time faculty taught 46 percent of all student credit hours of enrollment. BCCC does not have tenure.

Credit Faculty (MHEC EDS)	Fall 2000	Fall 2010
# of full-time faculty (all ranks and tenure)	120	123
# of part-time faculty (all ranks and tenure)	281	249
Total (all ranks and tenure)	401	372
Total Faculty FTE (FT plus 1/3 PT)	213	206
Student/faculty ratio (FTE Faculty to FTE Credit Student)	17.3	24.0

Over the same timeframe, the number of full-time staff has fallen, while the number of part-time staff has increased:

Other Staff	Fall 2000	Fall 2010
Administrative & Professional	277	311
Support staff (Classified)	155	204
Total staff	432	515
Full-time staff (Admin & Professional & Classified)	330	190
Part-time staff (Admin & Professional & Classified)	102	121

The above increases, however, did not keep pace with the enrollment increases noted earlier. Consequently, the ratio of total (credit and non-credit) student FTE's to staff have generally increased:

Ratio of Total Student FTE's to Staff:	Fall 2000	Fall 2010
Administrative & Professional	20.3	23.9
Support staff (Classified)	36.3	36.4
Total staff	13.0	14.4
Full-time staff (Admin & Professional & Classified)	17.1	39.1
Part-time staff (Admin & Professional & Classified)	55.2	61.3

Accessibility to Undergraduate Courses

Finally, a profile of BCCC calls for noting how well the institution provides accessibility to higher education throughout the city.

The map in Appendix 1 gives the BCCC participation rates for estimates of the city population living in each area who are 18 years old or older and who have a high school diploma, but no college degree. The participation rates for the nine zones listed range from 1.3 percent to 3.6 percent (Northwest). BCCC is taking steps to enhance recruitment from the underrepresented areas.

Recent Outcomes

This section addresses selected outcomes as measured by Maryland community colleges in their annual Performance Accountability Reports (PAR) to the Maryland Higher Education. The outcomes have been reported as the percent of the first-time entrants attempting 18 or more hours in the first two years. Although this definition of a "study cohort" ***does exclude students who fail out early in their career***, it does remove transient students who might have no intention of taking full programs leading to a degree or a certificate. Furthermore, as noted earlier, this definition provides for comparisons among Maryland community colleges. The outcomes that have been measured include:
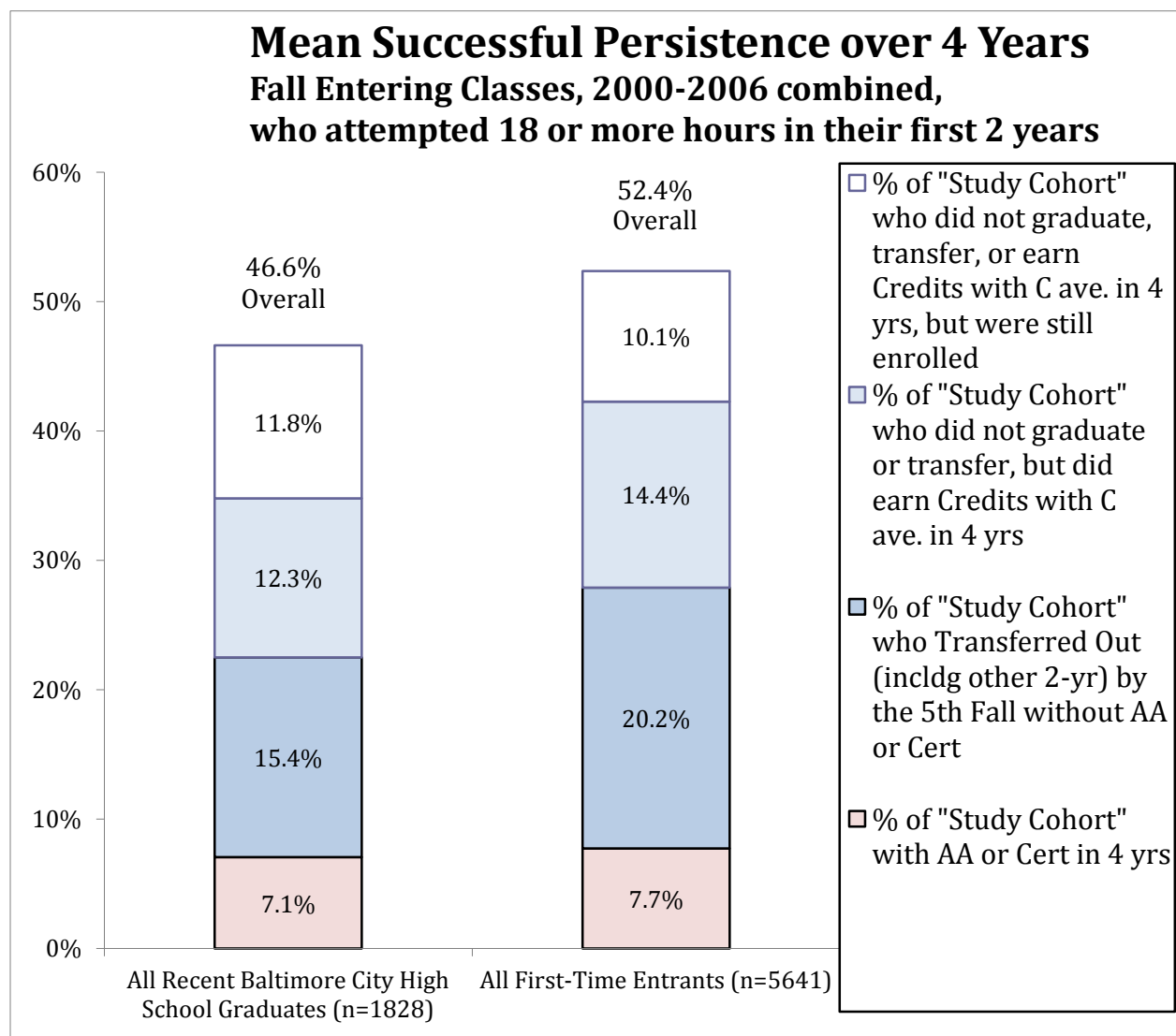
- Graduation from BCCC within 4 years (by the fourth Summer following the Fall entry). Graduation includes earning either an Associate degree or a certificate.
- Transfer without graduating, either to a 4-year or a 2-year institution, by the fifth fall after entry into BCCC. In most cases, transfer data were developed through the National Student Clearing House. This source was supplemented with data from the MHEC Transfer student System, which reports students who transferred at least 12 credits from community colleges into Maryland public institutions. Furthermore, the most reports go only as far as 2010, so subsequent transfer activity is not yet available; consequently, transfer activity is probably underreported.
- Earning 30 or more (college-level) credits with at least a "C" average at BCCC, if there was no graduation or evidence of transfer.
- Retention at BCCC at the end of the fourth year of entry provided the student achieved none of the preceding three outcomes.

Note that all of the preceding outcomes are unduplicated. Taken together, they constitute "successful persistence," as defined by MHEC for the community college Performance Accountability reports.

The data developed include "early enrollment" high school students who took BCCC courses before graduating from high school. Although they were not "first-time" in the given fall following high school graduation (and thus, were not reported on the previous PAR's), they have been added to the cohorts used in measuring outcomes on past Performance Accountability reports.

The chart below illustrates outcomes only for the fall entrants, 2000 through 2006 combined, which comprised the study cohorts for those years.

- Of 10,310 first-time fall entrants altogether, 5,641 attempted 18 or more hours in their first two years.

- Baltimore City Public School System June high school graduates entering the following fall accounted for 2,756 students, of whom 1,828 attempted 18 or more hours in their first two years.

Mean Successful Persistence over 4 Years
Fall Entering Classes, 2000-2006 combined,
who attempted 18 or more hours in their first 2 years

Note that there are four, unduplicated components of "successful persistence" as measured by Maryland community colleges and the Commission. Note that graduation (earning either a degree or a certificate from the community college) is but a small part of the overall successful persistence measure. Many community college students transfer BEFORE earning a degree or certificate. Within the four-year timeframe, many neither graduate nor transfer, but do make major progress by earning at least 30 credits with a "C"

average or higher. Still more have yet to achieve the preceding threshold, but are still persisting at the end of the four-year study period.

To summarize, the four-year "successful persistence rate" has been approximately 50 percent (for entrants attemp0tiong at least 18 hours in their first two years), while the four-year graduation rate has been around 7 percent.   Several factors limit the size of the graduation rate. Among these are the high intensity of remediation required for so many entrants (as noted earlier), as well as the high degree of "stopping out" necessitated by financial, employment, and household factors.

Many BCCC students are forced to mix their academic careers with employment and household responsibilities.   For example, of 418 BCCC students who received their first degree or certificate from BCCC in 2010, well over half of them had stopped out of BCCC for one or more Fall or Spring semesters.

418 Graduates Receiving Their First Degree or Certificate from BCCC FY2010

Stopped out an average of 6.4 semesters (3 years)
241
58%

Never stopped out
177
42%
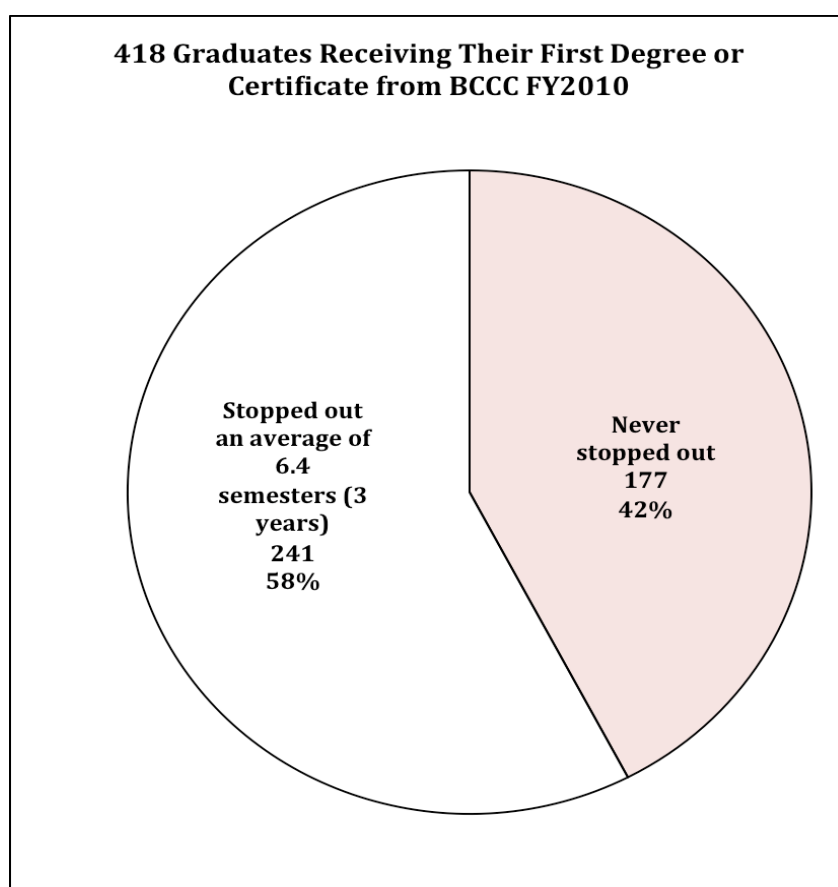
Indeed, of the 58 percent who stopped out, they stopped out for an average of 6.4 semesters (not counting Summer sessions), ***but still returned to finish their program***. Such tenacity is also demonstrated by tracking the graduation-transfer rate of the Fall 2000 entering class to BCCC. For entrants who attempted at least 18 hours in their first 2 years, note how the combined Graduation-Transfer Rate (GT) rises for some categories. (Please see next page).

Graduation-Transfer Rates
Entrants Who Attempted 18 Hours or More in Their First Two Years
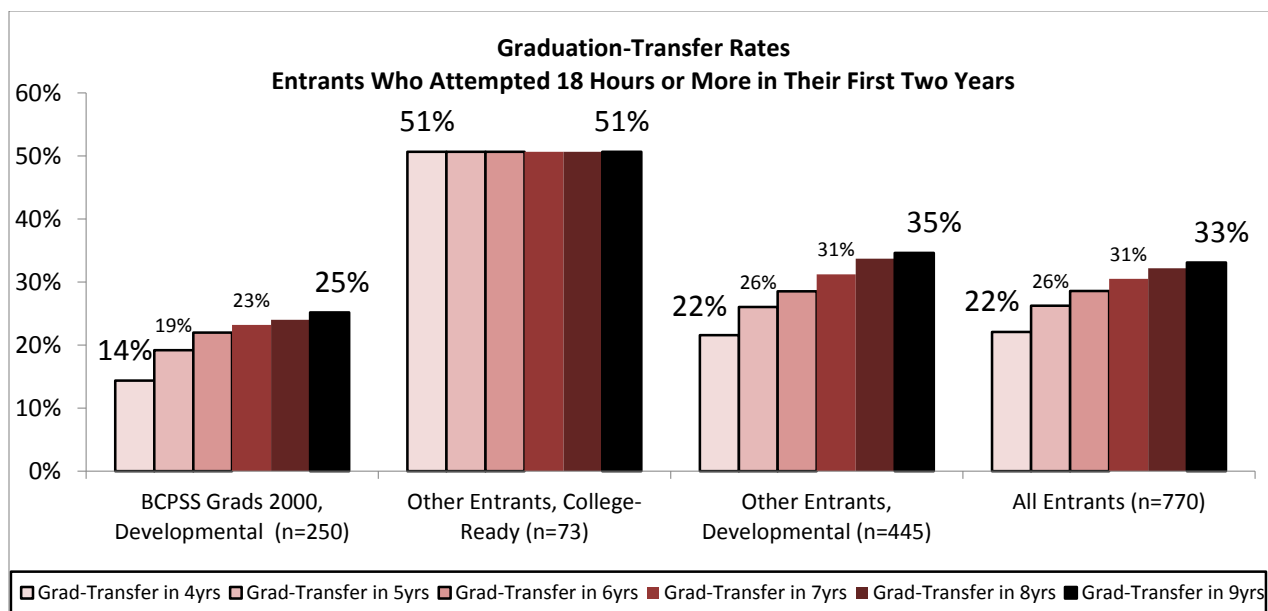
For those who attempted at least 18 hours in their first two years, the Graduation-Transfer Rate for the 2000 BCPSS high school developmental graduates rose from 14 percent (4 years) to 25 percent (9 years). For all other developmental entrants, it rose from 22 percent (4 years) to 35 percent (9 years).

Even when _ALL_ entrants are observed _(including those who did _NOT_ attempt at least 18 hours in their first two years_), the pattern of graduation-transfer rates remains the same. For each category, the Graduation-Transfer rate is lower; but the rate still increases over time for developmental students.

Graduation-Transfer Rates
All Entrants, regardless of Hours Attempted in First Two Years
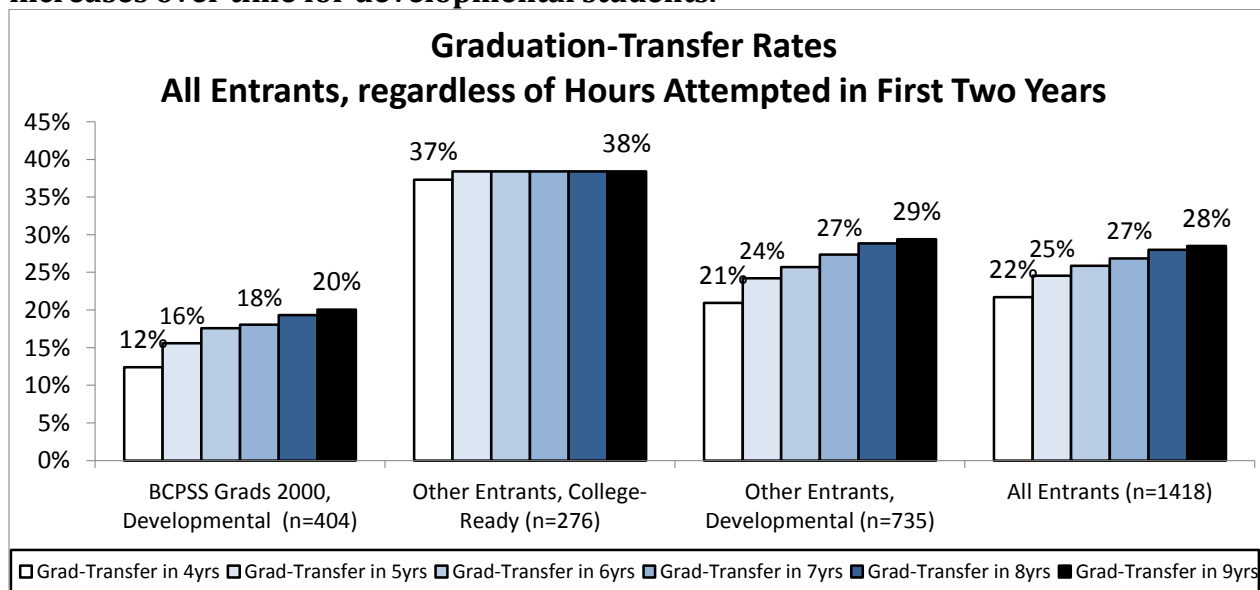
Finally, the case is made for looking at outcomes for all entrants, not just recent high school graduates. Note, for example, that the number of BCPSS high school students who graduated in 20000 and who attended BCCCC that following Fall accounte3d for only 29 percent of all the first-time entrants:

First-Time Entrants to BCCC Fall 2000

2000 BCPSS High School Graduates, 407, 29%

All Other 1st-Time Entrants, 1011, 71%
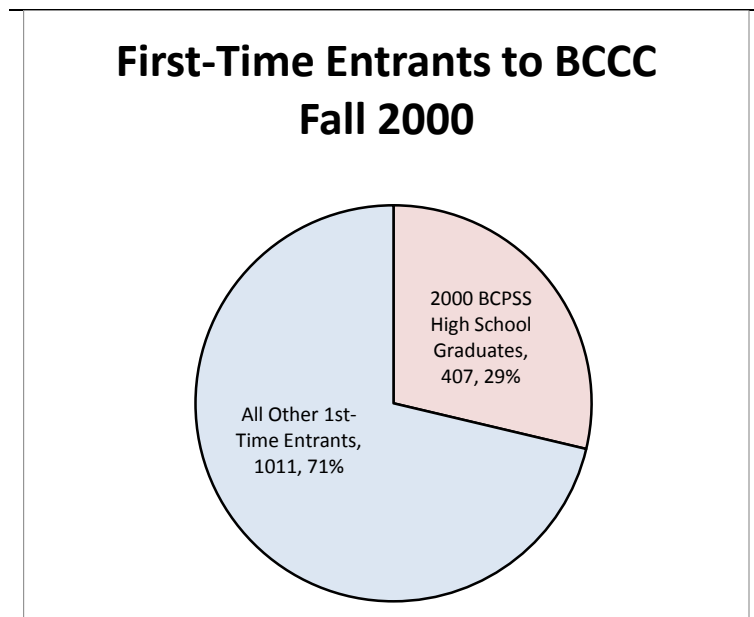
As noted in the Profile, Baltimore City residents comprise most of BCCC's student body. Assessing the contribution of BCCC to the educational attainment of Baltimore City must also account for the 71 percent of the entering class who did <u>not</u> just graduate from BCPSSS high schools.

Furthermore, whether looking at the recent BCPSSS high school graduates or not, it remains necessary to distinguish the "college-ready" (or not tested) from the developmental subsets. The majority of both categories require remediation:

2000 BCPSS Graduates

College-Ready, 3, 1%

Needed 1 or More Developmental (Senior or 1st Yr BCCC), 404, 99%

All Other Entrants

College-Ready, 276, 27%

Needed 1 or More Developmental 735 73%
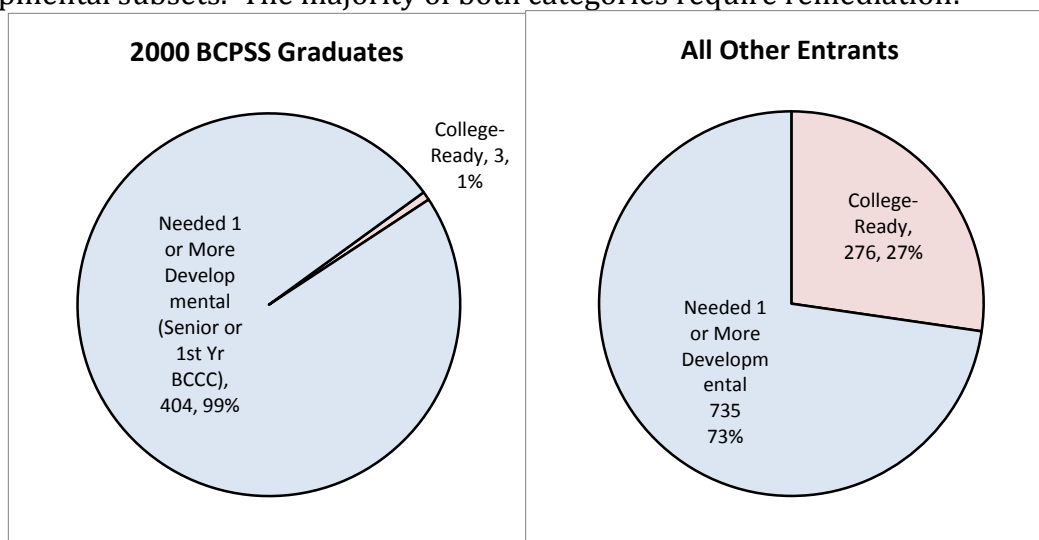
The data reported on the following pages therefore include outcomes for the study cohorts drawn from both recent BCPSSS high school graduates, as well as for all first-time entrants. In both cases, they have been further broken down to look at outcomes for developmental students – those needing at least one developmental course.

**4-Year "Successful Persister" Rates
for Selected Entering Study Cohorts
(Students who attempted 18 hours or more in their first two years)**

Legend: ☐ 2000 ☐ 2001 ☐ 2002 ☐ 2003 ■ 2004 ■ 2005 ■ 2006
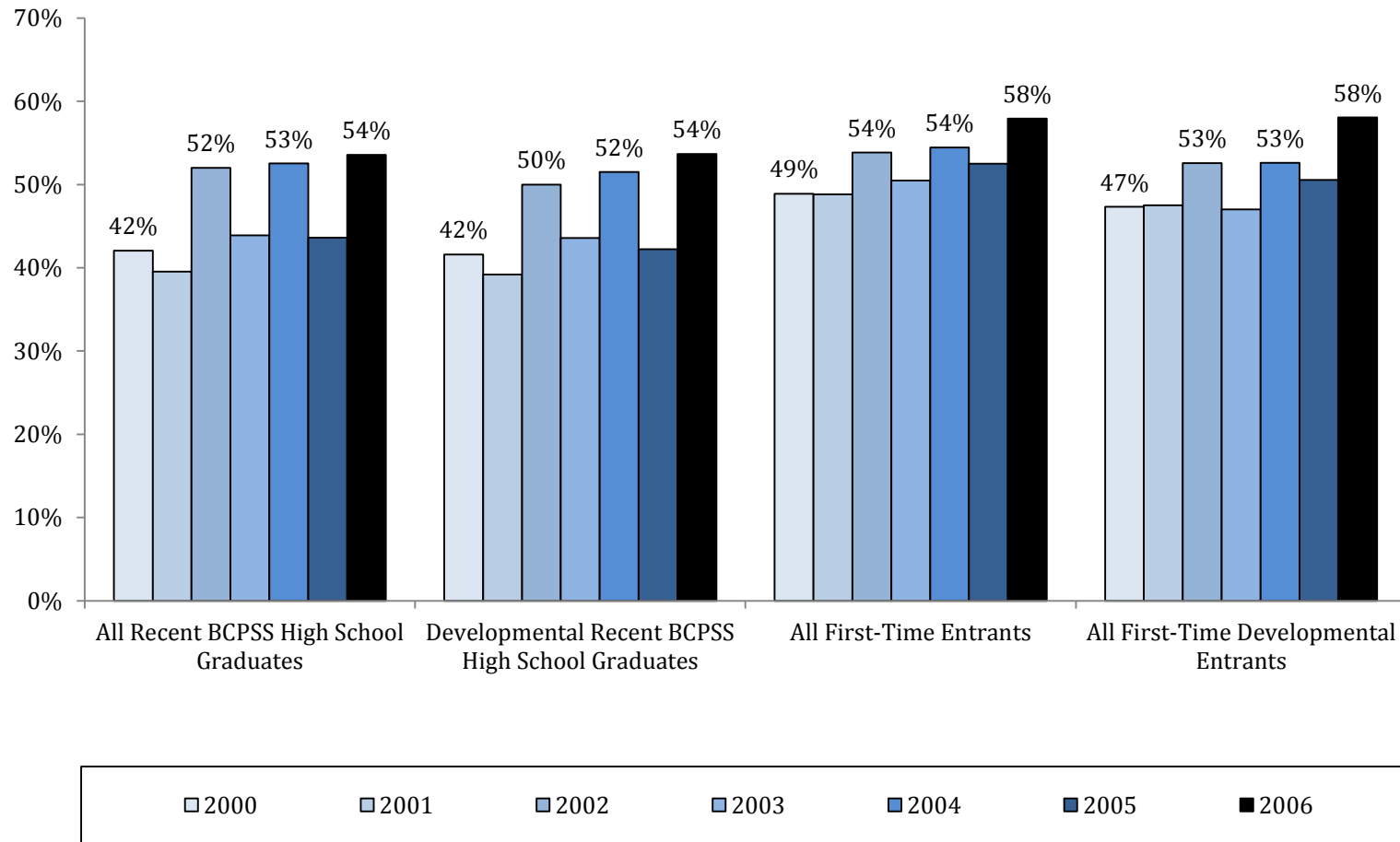
Key Facts: Regardless of the make-up of each study cohort, the successful persister rates have generally been increasing.

Source: Appendices 2 to 5.

BCCC offers the following credit programs leading to a 2-year degree or certificate:

Cert	Accounting
AAS	Accounting
Cert	Addiction Counseling
AAS	Allied Human Services
Cert	Allied Human Services
AAS	Allied Human Services (Addiction Counseling)
AA	Arts & Sciences Transfer (Art)
AA	Arts & Sciences Transfer (Math)
AA	Arts & Sciences Transfer (Music)
AA	Arts & Sciences Transfer (Psychology)
AA	Arts & Sciences Transfer (Science)
AA	Arts & Sciences Transfer (Theater)
AAS	Biotechnology
Cert	Biotechnology Lab Science
AAS	Business (Management)
AAS	Business (Marketing)
AS	Business Administration Transfer
Cert	Coding Specialist
AAS	Computer Aided Drafting and Design
Cert	Computer Aided Drafting and Design
AAS	Computer Information Systems
AAS	Construction Supervision
Cert	Construction Supervision
AAS	Dental Hygiene
AAS	Early Childhood Education
Cert	Early Childhood Education
AAT	Elem Educ/Generic Spec Ed PreK-12
AS	Engineering Transfer
AAS	Fashion Design
Cert	Fashion Design
AAS	Fashion Design (Fashion Retailing)
AA	General Studies Transfer
AAS	Health Information Technology
Cert	Lab Animal Science
AAS	Law Enforcement and Correctional Administration (Correctional Administration)
AAS	Law Enforcement and Correctional Administration (Law Enforcement)
AAS	Legal Assistant
AAS	Mental Health Services
AS	Nursing
AAS	Office Administration (Admin Asst)

AAS   Physical Therapist Assistant
Cert   Practical Nursing
AAS   Respiratory Care
AAS   Robotics Technology
Cert   Special Education Assistant
Cert   Substitute Teacher
AAS   Surgical Technologist
AA   Teacher Education Transfer
AA   Teacher Education Transfer (Math/Science)

As for workforce development that does not include academic degrees and certificates, BCCC offered the extensive non-credit instruction through its Business and Continuing Education Division over the past two years. This instruction included Health Care, Telecommunications, Information Technology, Cyber-Security, Hospitality, Licensure/Certification, Court Reporting, Child Care, Construction/Weatherization, and Skills Enhancement in a variety of areas. The table below gives a detailed breakdown for each area, together with the number of completers – almost all being Baltimore City residents:

Workforce Development Course Completers FY10 - FY11

Course Name	Course ID	# Completed Open Enrollment	# Completed Contract Training & Grants	Total Completed
Health Care				
Bloodborne Pathogens	CI 0391	6		6
CPR & CPR Renewal	CEC 134	291	88	379
EKG Essentials	CI 0685	98	32	130
Medical Terminology	CI 3205	125	59	184
Medicine Aide	CI 0254/ 55	59		59
Medicine Aide Update	CI 3404	552		552
Certified Nursing Assistant	CI 3206/ 07	251	88	339
Pharmacy Technician	CEC 896/7	28		28
Venipuncture and Specimen Collection	CI 3407/8	163	32	195
Math Review for Health Care	CI 2890	6		6
Total for Health Care		**1579**	**299**	**1878**
Telecommunications				
Copper and Coaxial Cabling Installation	CI 3409	24	13	37
Fiber Optic Cabling Installation	CI 3410	21	13	34
Total For Telecommunications		**45**	**26**	**71**

Licensure/Certification IT

A+ (Certification Preparation)	CI 3589/90	19		19
Network+ (Certification Preparation)	CI 3731	14		14
Total for IT Licensure/Certification		**33**		**33**
Cyber Security				
Cisco CCNA Module 1 & 2	CI 3400/2664	4		4
Cisco CCNP Module 1 & 2	CI 34194-95	2		2
Information Security Systems Manager (ISSM/IAM)	CI 3690		21	21
Total for Cyber Security		**6**	**21**	**27**
Hospitality				
Food Service Sanitation Management Certification and Refresher	CEC 117	96		96
Total for Hospitality		**96**		**96**
Licensure/Certification (Misc.)				
Notary Public (License Preparation)	CI 2030	4		4
Total for Licensure/Certification (Misc.)		**4**		**4**
Court Reporting				
Theory Part 1	CI 3914	11		11
Theory Part 2	CI 3913	9		9
Speed Development	CI 3915	37		37
Title for Court Reporting		**57**		**57**
Child Care				
Child Care Certification (Initial License Requirement)	CI 0059/CI 60	16		16
Communication for Center Staff	CI 3674	7		7
Project Security Blanket Emergency Preparedness (Required for Centers)	CI 3388		411	411
Medication Administration for Child Care	CI 3809	4		4
Total for Child Care		**27**	**411**	**438**
Construction/Weatherization				
Construction Trades Electrical	CI 3581			
Construction Trades Plumbing	CI 3580			
Pre-Apprenticeship	CI 3768	7	13	20
Home Improvement Exam Prep	CI 3024	3		3
Building Energy Specialist	CI 3779		22	22
Trades for Building Efficiency	CI 3807		12	12
Weatherization Tactics	CI 3759		197	197

Lead Paint (EPA Certification)	CI 3845		3	3
Home Energy Analysis			14	14
Envelope Professional	CI 3848	12	13	25
Total for Construction/Weatherization		**22**	**274**	**296**

Skills Enhancement   IT

Introduction to Keyboarding	CI 3421		23	23
Introduction to Personal Computers	CI 3628	13	8	21
Microsoft Applications (Combination course that includes Word, Excel and PowerPoint)	CI 3992		46	46
Microsoft Word (Intro, Intermed, Adv)	CEC 885/ CEC 512/		18	18
Microsoft Excel (Intro, Intermed, Adv)	CEC 509/ CI 2060/	12	44	56
Microsoft Access (Intro, Intermed, Adv)	CEC 554	5	33	38
Outlook	CI 3555	17	12	29
Total for IT Skills Enhancement		**47**	**184**	**231**

Misc. Skills Enhancement

Taxi Driver Training	CI 3530		421	421
Business Writing	CI 3023		72	72
Command Spanish for Schools	CI 3340		20	20
Command Spanish for Child Care	CI 3843		39	39
Total for Skills Enhancement (Misc.)			**552**	**552**
Total Workforce Development Completers		**1916**	**1767**	**3683**

Appendix 1

PARTICIPATION RATES FOR FALL 2011

How many city residents 18 years older have a high school diploma, but no degree?

What percent of them did we enroll this spring in credit courses?

21208								21234
571	NORTHWEST	21209			21239			3,365
7.4%	25,568	2,410	21210	21212	9,754	21214		2.5%
	3.6%	4.1%	2,670	8,881	2.8%	7,704		
			1.0%	1.8%		1.7%		
	21215		NORTH		NORTHEAST			
	22,587		24,481		59,762			
	3.4%		1.8%		2.0%			
		21211	21218	21218		21206		
		5,247	7,683	7,683		15,925		
		1.5%	2.3%	2.3%	21213	2.2%		
21207					6,311			
5,515					2.6%			
5.8%		21217 CENTER		EAST 21213				
	21216 WEST	6,504 15,470		16,488 6,311		21237		
	13,492 19,996 21217	3.3% 2.7%	21202 21202	2.0% 2.6%	21205	9,020		
SOUTHWEST	3.0% 3.1% 6,504		4,484 4,484		5,693	0.2%		
26,587		3.3%	21201 1.7% 1.7%		1.5%			
3.1%			4,482					
21228			2.7%					
95	21229	21223			21231			
14.4%	16,281	4,505			3,930 SOUTHEAST			
	2.3%	2.5%			1.5% 16,518 21224			
		21230	SOUTH		1.3% 11,992			
	21223	9,594	20,891		1.2%			
	4,505 21227	1.5%	1.8%					
	2.5% 191							
	8.8%							
		21225				21222		
		5,891				596		
		2.1%			21226	2.5%		
					901			
					1.3%			

Data report all Baltimore City residents 18 years and older who have a high school diploma, but no degree. Estimates for the distribution by zip code assume that the actual distribution by zip code in the 2000 Census was the same as that for 2009, using the 2006 American Community Survey for Baltimore City for the city as a whole. Data were further adjusted to allow for resident undergraduates at 4-year colleges. Distributions of zip codes among the Baltimore City Planning Districts is a geographic estimate; cases where zip codes overlapped two Planning Districts were addressed by splitting enrollment in that zip code evenly between the two Districts. The percent is the participation rate at BCCC in Fall 2011.

OIR-October 2011

Total Cohort Characteristics--Recent Baltimore City High School Graduates (including prior "Early Enrollment)											
			PAR "Study Cohort"	4-Year Outcomes ("Successful Persistence" as defined by MHEC for the PAR)					Graduation Outcomes over Longer Timeframes		
Fall	#	% Required any develop-mental	MHEC Performance Accountability Report (PAR) tracks community college outcomes for a "study cohort" defined as the first-time entrants who attempted 18 or more hours (including remedial) in the first 2 years.	% of "Study Cohort" with AA or Cert in 4 yrs	% of "Study Cohort" who Transferred Out (incldg other 2-yr) by the 5th Fall without AA or Cert	% of "Study Cohort" who did not graduate or transfer, but did earn Credits with C ave. in 4 yrs	% of "Study Cohort" who did not graduate, transfer, or earn Credits with C ave. in 4 yrs, but were still enrolled	"Successful Persister Rate" (Sum of Preceding 4 Outcomes as % of "Study Cohort")	% of "Study Cohort" with BA within 6 years	% of "Study Cohort" with AA or Cert by FY2011	% of "Study Cohort" with BA by 2010 (2010 is the latest year available on the MHEC Transfer System.)
2000	407	99.3%	252	3.6%	11.1%	9.9%	17.5%	42.1%	0.4%	11.9%	3.6%
2001	381	98.2%	253	3.2%	16.6%	13.4%	6.3%	39.5%	3.6%	10.3%	4.7%
2002	343	94.8%	223	8.1%	16.6%	16.1%	11.2%	52.0%	5.8%	15.2%	8.1%
2003	413	95.4%	287	8.4%	12.5%	12.9%	10.1%	43.9%	4.2%	12.9%	5.2%
2004	388	93.0%	257	11.3%	20.6%	7.4%	13.2%	52.5%	5.1%	16.0%	5.1%
2005	411	96.6%	289	6.2%	10.4%	14.9%	12.1%	43.6%	na	8.7%	0.0%
2006	413	95.6%	267	8.6%	21.0%	11.6%	12.4%	53.6%	na	10.9%	0.0%

KEY FACTS: *Of RECENT BCPSS Graduates, 93-99 percent needed one or more developmental courses.*

Of the study cohorts, 39 to 54 percent were "successful persisters" at the end of 4 years.

Developmental—Recent Baltimore City High School Graduates that Required <u>Any Developmental Coursework</u> (including Prior "Early Enrollment)

		PAR "Study Cohort"	4-Year Outcomes ("Successful Persistence" as defined by MHEC for the PAR)					Graduation Outcomes over Longer Timeframes		
	#	MHEC Performance Accountability Report (PAR) tracks community college outcomes for a "study cohort" defined as the first-time entrants who attempted 18 or more hours (including remedial) in the first 2 years.	% of "Study Cohort" with AA or Cert in 4 yrs	% of "Study Cohort" who Transferred Out (incldg other 2-yr) by the 5th Fall without AA or Cert	% of "Study Cohort" who did not graduate or transfer, but did earn Credits with C ave. in 4 yrs	% of "Study Cohort" who did not graduate, transfer, or earn Credits with C ave. in 4 yrs, but were still enrolled	"Successful Persister Rate" (Sum of Preceding 4 Outcomes as % of "Study Cohort")	% of "Study Cohort" with BA within 6 years	% of "Study Cohort" with AA or Cert by FY2011	% of "Study Cohort" with BA by 2010 (2010 is the latest year available on the MHEC Transfer System.)
2000	404	250	3.2%	11.2%	10.0%	17.2%	41.6%	0.4%	11.6%	3.6%
2001	374	250	3.2%	16.0%	13.6%	6.4%	39.2%	3.2%	10.4%	4.4%
2002	325	212	6.1%	15.1%	17.0%	11.8%	50.0%	4.7%	13.7%	7.1%
2003	394	273	7.7%	11.7%	13.6%	10.6%	43.6%	3.7%	12.5%	4.8%
2004	361	233	7.3%	21.5%	8.2%	14.6%	51.5%	2.1%	12.4%	2.1%
2005	397	277	5.1%	10.5%	14.1%	12.6%	42.2%	na	7.6%	0.0%
2006	395	259	8.1%	20.8%	12.0%	12.7%	53.7%	na	10.4%	0.0%

KEY FACTS: *Of the study cohorts, 39 to 54 percent were "successful persisters" at the end of 4 years*

			Total Cohort Characteristics - All First-Time Entrants								
			PAR "Study Cohort"	4-Year Outcomes ("Successful Persistence" as defined by MHEC for the PAR)					Graduation Outcomes over Longer Timeframes		
Fall	#	% Required any develop-mental	MHEC Performance Accountability Report (PAR) tracks community college outcomes for a "study cohort" defined as the first-time entrants who attempted 18 or more hours (including remedial) in the first 2 years.	% of "Study Cohort" with AA or Cert in 4 yrs	% of "Study Cohort" who Transferred Out (incldg other 2-yr) by the 5th Fall without AA or Cert	% of "Study Cohort" who did not graduate or transfer, but did earn Credits with C ave. in 4 yrs	% of "Study Cohort" who did not graduate, transfer, or earn Credits with C ave. in 4 yrs, but were still enrolled	"Successful Persister Rate" (Sum of Preceding 4 Outcomes as % of "Study Cohort")	% of "Study Cohort" with BA within 6 years	% of "Study Cohort" with AA or Cert by FY2011	% of "Study Cohort" with BA by 2010 (2010 is the latest year available on the MHEC Transfer System.)
2000	1418	80.3%	771	5.4%	16.6%	13.6%	13.2%	48.9%	1.7%	14.8%	3.9%
2001	1519	83.9%	815	6.6%	20.5%	15.8%	5.9%	48.8%	3.3%	15.0%	4.5%
2002	1711	77.5%	925	7.7%	18.2%	17.6%	10.4%	53.8%	3.0%	15.1%	3.9%
2003	1465	80.5%	812	9.5%	17.5%	13.4%	10.1%	50.5%	4.3%	15.5%	4.9%
2004	1419	81.7%	775	9.7%	22.6%	11.4%	10.8%	54.5%	3.0%	13.9%	3.0%
2005	1465	78.9%	823	7.7%	20.2%	13.1%	11.5%	52.5%	na	11.1%	0.6%
2006	1313	80.3%	720	7.4%	26.7%	15.1%	8.8%	57.9%	na	9.6%	0.0%

KEY FACTS: *Of ALL first-time entrants, 77-84 percent needed one or more developmental courses.*

Of the study cohorts, 49 to 58 percent were "successful persisters" at the end of 4 years.

| | | Developmental - All First-Time Entrants | | | | | | | | |
| | | PAR "Study Cohort" | 4-Year Outcomes ("Successful Persistence" as defined by MHEC for the PAR) | | | | | Graduation Outcomes over Longer Timeframes | | |
	#	MHEC Performance Accountability Report (PAR) tracks community college outcomes for a "study cohort" defined as the first-time entrants who attempted 18 or more hours (including remedial) in the first 2 years.	% of "Study Cohort" with AA or Cert in 4 yrs	% of "Study Cohort" who Transferred Out (incldg other 2-yr) by the 5th Fall without AA or Cert	% of "Study Cohort" who did not graduate or transfer, but did earn Credits with C ave. in 4 yrs	% of "Study Cohort" who did not graduate, transfer, or earn Credits with C ave. in 4 yrs, but were still enrolled	"Successful Persister Rate" (Sum of Preceding 4 Outcomes as % of "Study Cohort")	% of "Study Cohort" with BA within 6 years	% of "Study Cohort" with AA or Cert by FY2011	% of "Study Cohort" with BA by 2010 (2010 is the latest year available on the MHEC Transfer System.)
2000	1139	695	4.9%	14.1%	14.2%	14.1%	47.3%	1.4%	15.3%	3.7%
2001	1274	760	6.7%	18.4%	16.3%	6.1%	47.5%	3.0%	16.1%	4.6%
2002	1326	839	7.2%	16.4%	18.1%	10.8%	52.6%	2.6%	15.0%	3.5%
2003	1180	755	9.3%	15.8%	11.3%	10.7%	47.0%	3.6%	15.6%	4.2%
2004	1159	690	7.7%	21.9%	11.4%	11.6%	52.6%	1.7%	12.0%	1.7%
2005	1156	738	6.0%	18.3%	13.7%	12.6%	50.5%	na	9.6%	0.4%
2006	1054	639	6.6%	26.4%	15.8%	9.2%	58.1%	na	9.1%	0.0%

KEY FACTS: *Of the study cohorts, 47 to 58 percent were "successful persisters" at the end of 4 years.*

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APPENDIX B

Coppin State University

COPPIN STATE UNIVERSITY

Coppin State University is a comprehensive, urban institution offering academic programs in teacher education, nursing, the liberal arts, sciences, mathematics, technology, and professional disciplines. The University is committed to excellence in teaching, research, and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal, or financial opportunity.

While serving all students in the State of Maryland, Coppin State University has a special connection to first generation college students and to the City of Baltimore. More than 90 percent of students attending Coppin State are Maryland residents. Approximately 51 percent of students enrolled are residents of Baltimore City. Almost half of all students are over the age of 25.

The University embodies excellence in urban education and in the use of technology to make learning more effective. The University has received numerous awards for its Information Technology program over the last decade including being ranked by *U.S. News and World Report* 19th among the nation's top college campuses for wireless communications technology and consistently recognized as a Laureate in the Computerworld Honors program for its visionary use of technology to promote positive educational change. In addition, quality indicators show that CSU's signature programs, nursing and education continue to perform at a very high level. The Ronald E. McNair Postbaccalaurate Achievement Program (established twenty years ago) has an enviable record of academic achievement with fourteen of its graduates having earned doctoral degrees and more than 140 have earned master's degrees.

Coppin State University offers 27 undergraduate degree programs, 12 graduate degrees and 8 certificate programs in a variety of academic disciplines, many of which have received national and regional recognition for being among the best in their disciplines. In 2011, the University developed several new academic programs that address the needs of millennial students as well as critical workforce demands. These programs include: the Doctorate of Nurse Practice (DNP) and four certificate programs in Counseling Licensure, Assistive Technology, Vocational Evaluation and Work Adjustment, and Job

Coppin State University At a Glance

Student Profile Data (Fall 2010)

Total Enrollment:	3,800
Percent Undergraduate:	87%
Percent Graduate:	13%
Percent Female:	76%
% Full-time	87%
% non African-American:	12%
% Maryland Resident:	91%
% Out of State/	6%
International:	3%
% Baltimore City Resident:	51%
% Adult Learner:	47%
Average age:	29
% Pell Grant Recipients:	64%
Average SAT	861
Average H.S. GPA Of First-Time Freshmen	2.6
Average GPA Of Transfer Students	2.82
% of Students Pursuing Graduate Studies:	31%
% of Students Employed In Maryland:	95%
Licensure Examination For Nurses Pass Rate:	93%
PRAXIS II Examination For Teachers Pass Rate:	100%

Development and Job Placement Services. These programs are aligned with the strategic mission and vision of Coppin State University and reflect the University's effort to add niche programs to serve the evolving needs of urban communities and strengthen its graduate program offerings. In addition, CSU has enhanced its academic inventory to meet high-demand careers desired by businesses and industries.   For example, the Doctor of Nursing Practice (DNP) addresses state and regional shortages of doctoral trained nursing professionals to fill university teaching and clinical positions.

Coppin State University
Academic Programs

UNDERGRADUATE DEGREE PROGRAMS	
Upper Division Certificates • Forensic Investigations **Bachelor's Degrees** • Biology • Management Science • Nonprofit Leadership • Entertainment Management • Computer Science • Elementary Education • Special Education • Early Childhood Education • Rehabilitation Services • Sports Management • Dance • Urban Arts • Health Information Management • Nursing • English	• Mathematics • Chemistry • Applied Psychology • Social Work (w/UMBC) • Criminal Justice • Political Science • Sociology • History • Global Studies • Urban Studies • Interdisciplinary Studies • General Science **Post-Baccalaureate Certificates** • Public School Administrator I Cert • Investigative Sciences • Assistive Technology[1] • Job Development and Job Placement Services[1] • Vocational Evaluation and Work Adjustment[1]
GRADUATE DEGREE PROGRAMS	
Master's Degree • Human Services Admin (Joint w/UB) • Teaching (MAT) • Adult and Continuing Education • Special Education • Rehabilitation Counseling • Contemporary Educational Leadership • Curriculum and Instruction • Reading • Nursing • Alcohol & Substance Abuse Counseling • Criminal Justice	**Certificate of Advanced Study** • Counseling Licensure[1] • Family Nurse Practitioner **Doctorate** Nursing Practice

[1] Approved by the Maryland Higher Education Commission July 2011 and will be offered to students starting in the spring of 2012.

ENHANCING STUDENT SUCCESS

One of the major challenges faced by the University is to improve the persistence and graduation rates of first-time, full-time, degree-seeking students. Over the last five years, the retention rate between the freshman and sophomore year has hovered between 60 percent for the 2006 cohort and 61 percent for the 2009 cohort. Preliminary retention data for the fall 2010 cohort indicates that 64% of first-time, full-time students returned for their second year of enrollment; an increase of 3 percent over the fall 2009 cohort. In addition, the latest data suggests that the graduation rate for the 2005 cohort has remained steady at 15 percent (Table 1.).

Table I: First-time, Full-Time, Degree Seeking Students Entering in the Fall Semester

		Retention Rates			Graduation Rates			Enrolled
Cohort Year	Cohort Size	2nd Year	3rd Year	4th Year	4Year	5-Year	6-Year	7th Year
2000	417	71%	50%	40%	5%	12%	18%	9%
2001	540	70%	46%	38%	6%	14%	18%	8%
2002	578	69%	48%	37%	5%	13%	16%	7%
2003	571	65%	49%	36%	5%	11%	14%	10%
2004	588	63%	43%	35%	4%	10%	15%	10%
2005	661	63%	39%	32%	4%	12%	15%	8%
2006	494	60%	42%	34%	5%	12%		
2007	555	58%	37%	32%	3%			
2008	570	62%	42%	35%				
2009	541	61%	44%					
2010	511	64%						

Source: PRELIMINARY Census files, Coppin State University, Office of Institutional Research, 2011

For fall 2010, there were 352 new transfer students enrolled at Coppin State University. In general, students who transfer to CSU perform significantly better than new freshman. For example, 42.6 percent of students who transferred to the university in 2004 received a bachelor's degree within four years.

There are a number of factors that have an impact on student success including the proportion of students requiring remedial or developmental coursework and student financial need. In fall 2010, 63 percent of first-year students tested into a remedial or developmental course in reading, mathematics or English. In general, first-year students were more likely to require a developmental math course than other developmental courses. In addition, the financial challenges faced by CSU students and student finance issues remain a major hurdle. Approximately 64 percent of undergraduate students were eligible for Pell grants, which is an indicator of financial need. Recently, nearly one-third of students had an outstanding account balance, which had to be settled before they were allowed to complete the registration process.

To fully address progress-to-degree issues, CSU has invested in a variety of key initiatives. In order to effectively improve persistence-to-graduation rates, CSU has implemented initiatives that target the needs of CSU's student population and incorporate research-based programs and best practices that effectively address the many variables associated

with improving student retention and graduation rates. One initiative designed for first-time, full-time students who tested into a developmental course and to ease the transition from high school to college is the Summer Academic Success Academy (SASA) program. SASA is a comprehensive, six-week summer residential program that provides to first-time students academic development, personal growth and development, social and cultural enrichment, study strategies, academic planning and advising, financial literacy, career development, numerous other activities and workshops. Major program elements include: supplemental instruction; specialized workshops; learning communities; tutorial services (daily and on weekends); cultural and educational events; mandatory housing and program attendance; and mandatory assigned peer leaders.

Preliminary outcome data on the SASA program shows promising results. During the summer of 2010, 155 students who were a part of the 2010 cohort completed the SASA program. Overall, these students earned a higher first-year GPA (2.7 vs. 2.1) than those first-year students who did not participate in the SASA program. The preliminary data suggests that these students were more likely to return to CSU for their second year of enrollment than students who did not participate in the SASA pilot program (Chart A).   The difference between the 2010 summer SASA participants and non-participants was significant; the first-to-second year retention rate was 15 percentage points higher than the rate for non-participants.

**Chart A. Coppin State University
Comparison of Freshman to Sophomore Retention Rates
Fall 2010**

SASA Cohort: 75%
Non-Participants: 60%
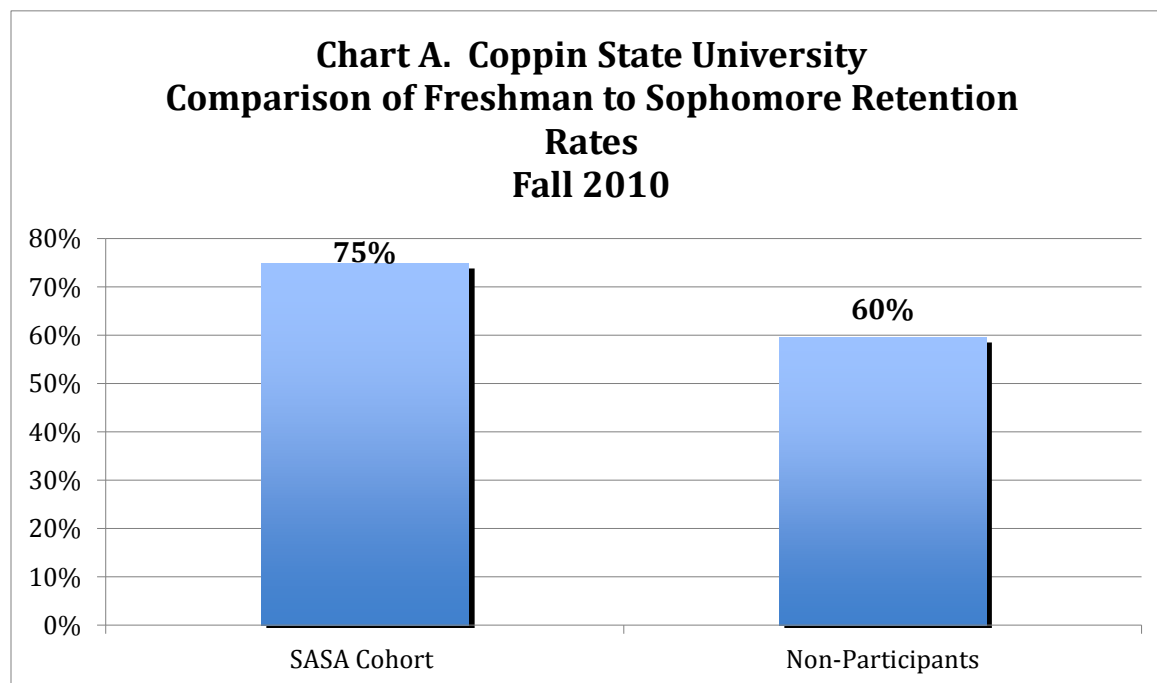
Note: Cohort refers to the first-time, full-time, degree seeking freshmen in the Fall 2010 semester.
Source: Preliminary report on SASA and Non-SASA Persistence Rates, Office of Institutional Research, Coppin State University, November 2011.

As depicted in Figure I. below, Coppin State University has invested in a number of initiatives that target a broad range of CSU's undergraduate population and are a key part of the University's efforts to increase retention and graduation rates for all students. As depicted in Figure I., these initiatives focus on four major themes: 1) Easing the Transition and Early Intervention; 2) Providing Continuous Academic Support; 3) Changing the Academic Paradigm; and 4) Creating a Welcoming and Attractive Environment.

FIGURE I. COPPIN STATE UNIVERSITY
INITIATIVES TO IMPROVE RETENTION AND GRADUATION RATES

Easing the Transition and Early Intervention
- Summer Academic Success Academy (SASA)
- Coppin Achievers Regaining Enthusiasm (CARE)
- Freshmen Male Initiative
- Student Success Center
- Early Warning System

Providing Continuous Academic Support
- First Year Experience
- Living and Learning Communities
- Center for Adult Learning
- Teacher Education Advisement & Retention Center (TEAR – C)

Creating a Welcoming and Attractive Environment
- Transformation of Central Quad
- Changing Residential Housing Policies
- Enhanced facilities

Changing the Academic Paradigm
- Developing/Enhancing Articulation Agreements with Community Colleges
- General Ed Reform and Focus on Student Learning Outcomes
- Coppin Heights-Rosemont Family Computer Center
- Office of International Programs
- Center for Undergraduate Research

Initiatives as of September 2011

These programs are based on the best practices identified in the Maryland Higher Education Commission's 2009 HBI Report and include components of a comprehensive plan for increasing institutional graduation rates, including the revision of advising policies and practices, the implementation of learning communities and supplemental instruction.

ACCESS AND AFFORDABILITY

CSU is the most affordable public University in Maryland. Coppin State University's in-state tuition and mandatory fees are among the lowest in the State (about $5,382 for an undergraduate student during the 2010 – 2011 academic year). Approximately 64 percent of undergraduate students receive the Federal Pell grant and the average Pell grant award is $4,033, which covers two-thirds of the tuition and mandatory fees for undergraduate Maryland residents. In fall 2011, CSU was recognized by the Project on Student Debt at *The Institute of College Access and Success*, as one of twenty (20) colleges and universities

nationally whose students graduated with low student debt and the only University in the State of Maryland. In the report, *Student Debt and the Class of 2010*, the authors analyzed the amount of college debt of students that graduated in 2010 and found that the national average low debt for college graduates was between $950 and $8,700, with Maryland graduates averaging $21,750. CSU students however, continue to face significant financial challenges and student finance issues remain a major hurdle for students.

COPPINNOVATION: CONTRIBUTING TO MARYLAND'S ECONOMIC DEVELOPMENT AND ENHANCING COMPETITIVENESS

Coppin State University employs more than 800 employees including approximately 312 full-time and part-time faculty. An analysis of data on the percentage of full-time and part-time faculty compared to comprehensive USM institutions indicates that CSU continues to have the lowest percentage of full-time faculty than most comparable comprehensive USM institutions. In 2010, 50 percent of CSU's faculty is full-time and 50 percent are part-time. Attracting additional faculty is a challenge for the institution. Historically, within the USM, CSU has had the highest faculty workload. Although in recent years, the workload has decreased to an average of 7.9 course units, this is still above the average for comprehensive institutions and is among the highest within the USM.

CSU is dedicated to addressing the workforce shortage needs of the State of Maryland particularly as it relates to producing more nurses and improving the health and quality of life for its citizens.   The University graduates 80 percent of the baccalaureate prepared minority nurses in the State of Maryland and 98 percent of its nursing graduates remain in the area to practice in Baltimore City. In addition, there is demand for this program. There are three qualified applicants for every student admitted to the basic nurse education program, which is fully accredited by the Commission of Collegiate Nursing Education (CCNE) and fully approved by the Maryland State Board of Nursing. The Doctor of Nursing Practice (DNP) and Master of Science (MSN) in Nursing with the focus role of Family Nurse Practitioner at CSU enhances the educational opportunities for nursing students at CSU, while at the same time addressing health needs of the population served by CSU.

Another innovative program that combines health care and information technology is the School of Nursing's Bachelor of Science in Allied Health Sciences with a concentration in Health Information Management (HIM). CSU is the only institution of higher education in the state of Maryland to offer an accredited four-year degree program in Health Information Management. Since accepting its first students in the fall of 2007, the HIM program has grown rapidly. This unique program prepares students to become experts in managing patient health information and medical records, administering computer information systems and coding the diagnosis and procedures for healthcare services provided to patients. HIM professionals work in a multitude of settings within the healthcare industry including hospitals, physician offices and clinics, long-term care facilities, insurance companies, government agencies, correctional facilities and as a home care provider.

The School of Nursing's Simulation Center is also advancing the State's economic development and health needs. Through the support of Congressman Cummings and an $80,000 grant from CareFirst BlueCross BlueShield, the Center was able to add a pediatric nursing simulator to its curriculum that will help expand the number of nursing students able to gain hands-on experience. Our simulation center is one of the newest and largest in the eastern region and is a key component in the University's commitment to providing exceptional learning opportunities and fostering innovative clinical practices and teaching in nursing education. The remunerations of this Center will go far beyond the limits of our campus. It will aid in promoting health sciences and clinical practice competencies for medical care in the entire State of Maryland.

To fill a growing demand for healthcare industry personnel, CSU has proposed the reorganization of the existing Helene Fuld School of Nursing to create a new College of Health Professions. This new College will house the Helene Fuld School of Nursing and a new School of Allied Health.   Allied health professions include health information management, physical therapists, speech-language pathologists and radiology and medical technologists.   The establishment of this College is in response to Maryland's hospital personnel crisis as it relates to the need for more nurses and professionals in health information management as well as the overall healthcare staffing shortages that currently exists. Support for the establishment of this College will support the expansion of the existing Bachelor of Science in the Health Information Management (H.I.M.) program and provide new certificate and degree programs.

PROMOTING STEM AND RESEARCH IN NANOTECHNOLOGY

A year after opening CSU's first nanotechnology research center, a science professor and his research team made history for simulating the most efficient solar energy cells in the world.   The university's one-year-old Nanotechnology Research Center is a product of the $89,000 Maryland Technology Development Corporation (TEDCO) grant the University received in July 2009. This research center is a big boost for the University and will assist us in preparing natural science students for careers in nanotechnology.

IMPROVING TECHNOLOGY SKILL SETS AND ACCESS TO EDUCATIONAL OPPORTUNITIES

In March 2010, the University received a $932,116 grant from the U.S. Department of Commerce through the Broadband Technology Opportunity Program (BTOP). CSU was the only institution in the State to receive this highly competitive award and is now using these funds to support the newly formed Coppin Heights-Rosemont Family Computer Center. The Center provides Broadband access and employment related training/education programs designed to create jobs and promote the education and health for 35,000 residents in West Baltimore. Since this Center opened in September 2010, it has provided a wide variety of technology training services to close to 11,000 West Baltimore residents. More than 700 people utilize the Center per week. In fact, the Center has provided more

than 35,000 hours of formal technology training. Additionally, more than 1,000 users have enrolled in employment related courses, technology training, and other services to help West Baltimore residents find, improve, or retain employment.

Another innovative aspect of the Coppin Heights-Rosemont Family Computer Center is its partnership with a number of elementary, middle, and secondary schools, at which a variety of courses and training programs are offered. One signature program is titled "It's a Global World." This program teaches students how to use technology to learn about global issues and to research and address international problems as well as collaborate with other students across the world on various projects. More than 1,900 students (grades 3 to 12) participated in this course during the past quarter.   "It's a Global World" is an example of how Coppin State University plays a key role in engaging the next generation of leaders on pressing global issues.

CSU AND THE REVITALIZATION OF WEST BALTIMORE

CSU has engaged in revitalization efforts to improve its facility infrastructures and the surrounding community. This effort includes coordinating partnerships between the Coppin Heights Community Development Corporation (CHCDC), the University, Baltimore's government agencies, elected officials, social and community service organizations, businesses, and residents to ensure a collaborative approach to meeting the needs of residents in the Greater Coppin Heights/Rosemont community. Also, the University, through its partnership with the CHCDC, is developing and improving affordable housing in the Greater Coppin Heights/Rosemont community and fostering economic development initiatives that address the needs of low to moderate-income residents of the surrounding community.

CSU plays a significant role in advancing sustainability and environmental efforts in West Baltimore. Since signing the American College and University Presidents' Climate Commitment (ACUPCC) in March of 2008, the University has initiated the following sustainability and environmental justice initiatives:

- COMPLETED A GREEN HOUSE GAS INVENTORY AND CLIMATE ACTION PLAN

  Coppin State University completed a greenhouse gas inventory in 2009 and a Climate Action Plan in 2011. This comprehensive Climate Action Plan includes policies and practices designed to not only reduce the University's greenhouse gas emissions but also to make climate neutrality and sustainability a key part of the educational curriculum and increase research on climate change and environmental sustainability.

- ESTABLISHED THE CENTER FOR SUSTAINABILITY AND ENVIRONMENTAL JUSTICE (CSEJ)

In March 2011, Dr. Reginald S. Avery, the President of Coppin State University, introduced a new Center for Sustainability and Environmental Justice (CSEJ). CSEJ promotes environmental education and research and works collaboratively with the community to address issues of environmental justice. As the only such center in the Mid-Atlantic region, CSEJ will be a catalyst that promotes a greater understanding of climate change and addresses environmental justice disparities that impact the local community, the City of Baltimore, the State of Maryland, and beyond. CSEJ aims to enhance CSU students' educational experiences by becoming an integral part of the University's overall education, research, and community outreach programs. The Center has developed a series of ambitious goals and will organize a stakeholder's conference on sustainability and environmental justice at CSU in fall 2011.

- SIMULATED EFFICIENT SOLAR ENERGY CELLS

  A year after opening Coppin State University's first nanotechnology research center, a science professor and his research team made history for simulating the most efficient solar energy cells in the world. The university's one-year-old Nanotechnology Research Center is a product of the $89,000 Maryland Technology Development Corporation (TEDCO) grant the University received in July 2009. Most recently, the Constellation Energy Foundation awarded CSU an E2 Energy to Educate Grant ($50,000) award. This grant supports a partnership between Coppin State University and Coppin Academy High School. The funding will allow 200 university and high school students to explore the properties of solar cell and investigate how nanomaterial is used to increase the solar conversion efficiency of solar cells. Students will design, simulate and fabricate new solar cells performance using organic materials, through the Solar Cell and Technology Project.

- TRANSFORMED THE CAMPUS SQUARE

  CSU has also engaged in a transformative environmental initiative that has a profound influence on the look and feel of our campus. During the fall of 2010, CSU transformed its 'typical' campus courtyard known as the 'central quad' into an attractive, sustainable, well-designed green space that will serve as an outdoor laboratory for teaching sustainability. The renovation of the central quad promotes community connectivity by becoming the 'heart' of the campus. The large-scale transformation of this area not only reduces the University's carbon footprint but also became a living laboratory, which integrates sustainability into the academic curriculum. The 'greening' of the central quad demonstrates how CSU strives to achieve a high level of environmental stewardship and responsibility in the development and expansion of the campus and how the University has engaged in environmentally conscious construction and renovation practices.

- INSTALLED SOLAR PHOTOVOLTAIC SYSTEM

CSU received a $500,000 grant from the American Recovery and Reinvestment Act of 2009 (i.e., stimulus funds) through the Maryland Energy Administration to install solar photovoltaic systems on the Physical Education Complex to reduce the university's dependence on fossil fuels. This 500-kilowatt system has a number of environmental benefits such as avoiding greenhouse gas emissions and providing enough renewable energy to power 51 homes for one year. CSU is the ONLY public entity in Baltimore City that has installed a solar photovoltaic system on a facility.

- OTHER ENVIRONMENTALLY CONSCIOUS PRACTICES

  CSU has engaged in environmentally conscious construction practices and has made a commitment to environmental sustainability for all future construction projects. The commitment to environmental stewardship is a key element within the university's 2009 to 2019 Facilities Master Plan. CSU implemented eco-security measures and purchased battery-powered, zero-gas emission T-3 personal mobility vehicles. These police transport vehicles have three wheels, are extremely maneuverable, and run on electricity. CSU is also a partner in the proposal development for the UMD's initiative to establish a National Socio-Environmental Synthesis Center in Annapolis (SeSync). In Fall 2011, NSF announced the award of $27.5 million for this proposal. This five-year award will promote collaboration among University of Maryland Center for Environmental Science, University of Michigan, Coppin State University, Washington State University at Vancouver, Gallaudet University, Resources for the Future and international partners in both developed and developing countries.

COPPIN STATE UNIVERSITY AND COMMUNITY HEALTH PARTNERSHIPS

Coppin State University's School of Nursing is engaged in a community health program that offers first-line health screening to the community. For the past 16 years, Coppin State has headed a community health center on its campus, providing medical care, including preventive services, for West Baltimore and ensuring training opportunities for its nursing students. In 2010, CSU expanded its health outreach to East Baltimore with the opening of the St. Frances Academy Health Center (SFA) to the greater community. The center, like the clinic on the campus of Coppin State University, is a fully-serviced community-based primary care facility offering immunizations, physical exams, and referrals for the "underserved." The nurse-managed non-profit also treats chronic and acute health conditions and offers preventative dental care for infants. Invested in serving even the uninsured, the health center at St. Frances accepts payment on a sliding scale and guarantees that no child will ever be denied care because of a lack of insurance.

The School of Nursing launched a minority nursing workforce diversity program funded by a three-year grant from the Health Resources and Services Administration. This program provides a comprehensive pre-entry preparation and retention system for 90 low-income high school students to the School of Nursing's baccalaureate program (BSN). Also, the grant prepares 40 employees of Harbor and Good Samaritan Hospitals from disadvantaged

backgrounds or underrepresented minorities for admission to the BSN program. This year round program includes enrichment courses in subjects critical to admission to the BSN program such as mathematics, the sciences, and computer skills.

PROMOTING LEADERSHIP WITHIN DIVERSE COMMUNITIES

Coppin State University's Office of Admissions in partnership with the U.S. Hispanic Youth Entrepreneur Education Program (USHYEE) launched its inaugural Latino and Black Youth Summit for high school students.   In July 2011, Coppin State University hosted a two-day and one-night summit as part of its community outreach initiatives and efforts to expose youth to university education by hosting a variety of youth development programs. This summit was designed to build bridges between diverse communities and create a respectful dialogue between Latino and Black youth in the Baltimore region. Approximately 50 students from the Baltimore metropolitan area participated in professional networking, academic development, creative interactions, and other forums that strengthened peer relations. In addition, approximately 30 CSU faculty, staff, and students participated in this summit. CSU faculty conducted academic and career development workshops while CSU students served as tour guides and assisted in the overall implementation of the summit. In addition to CSU faculty and students, members from business and community organizations, clergy, medical professionals, and student leaders from other colleges and universities throughout the Baltimore and Washington Metropolitan area were active participants in this summit. The goals of this summit were to identify youth leaders from both communities committed to serve as peer role models to other youths; engage youth in identifying social, health, and economic problems common in both communities and develop strategies to address these issues and; establish a continuing dialogue between Latino and Black youth of both communities. This summit was designed to empower Latino and Black youth as well as to promote leadership development, cultural awareness and college preparation. Coppin State University will continue to engage Latino and Black Youth and hopes to expand next year's summit.

K-12 Partnerships

Coppin State University partners with a number of elementary, middle, and secondary schools in Baltimore city, at which a variety of courses and training programs are offered. One signature program is titled "It's a Global World." This program teaches students how to use technology to learn about global issues and to research and address international problems as well as collaborate with other students across the world on various projects. More than 2,500 students (grades 3 to 12) participated in this course during the past quarter.   "It's a Global World" is an example of how Coppin State University plays a key role in engaging the next generation of leaders on pressing global issues. Because of the Center's success, U.S. Commerce Secretary Gary Locke selected CSU as the site for his announcement in May 2011 of a new national website devoted to digital literacy in the United States.

The University has formulated a partnership with the State of Maryland to expand its community outreach for the Volunteer Individual Tax Assistance Program. The program provides free tax preparation and support for individuals who earn under $45,000. In February 2011, CSU signed an agreement with Patterson High School in Baltimore City to train high school students and faculty in tax preparation services. This outreach effort also allows members of the community to use the facility and to take advantage of the services provided by the University.

ADVANCING THE CIVIC PURPOSE OF HIGHER EDUCATION THROUGH SERVICE LEARNING

Given the mission and location of Coppin State University, CSU embraces its civic responsibility to build strong community partnerships and to become engaged at the local, regional, national, and global levels. The University has been recognized for its contribution to the community and for civic engagement. Recognizing its role in advancing the civic purpose of higher education by improving community life and educating students to engage in civic and social responsibility, CSU has expanded its focus on service learning. Coppin State University along with twenty other higher educational institutions in the State actively participates in the Maryland Campus Compact; a statewide association committed to further enhance the practice of service and citizenship that is deeply rooted in CSU's institutional mission.

LOOKING AHEAD

In 2011, the University System of Maryland, in partnership with the Maryland Higher Education Commission, established the 2011 Independent Study Team to assess the implementation of recommendations from the 2001 Coppin Study Team on the Revitalization of Coppin State College; a study mandated by the Partnership Agreement between the State of Maryland and the United States Department of Education's Office for Civil Rights (OCR). In this final report, the 2011 Study Team reports on its determination of which recommendations have been fully, partially, and not yet implemented related to the following imperatives including 1) Broaden the Mission and Vision; 2) Increase and Enhance Academic Programs; 3) Enhance Student Success; 4) Connect the Campus; 5) Strengthen the Financial Base and 6) Rebuild the Campus. The 2011 Study Team concluded that the original 2001 study set forth an aggressive set of recommendations that were designed to elevate CSU to a more competitive level within higher education and to provide CSU with the resources needed to carry out its unique mission in serving the people of Baltimore city. In addition, the study team reiterated the importance of CSU's unique mission and continued to recognize that this University serves 'a part of the society where increased service is especially needed and increased investment is especially justified." In moving forward, the 2011 Study team recommended that the State of Maryland continue to enhance its investment in Coppin State University.

To guide these future investments and to move the University forward, Coppin State University will develop a detailed plan that sets priorities and includes accountability measures. The recommendations from the 2011 Study Team will be the main impetus to continue to move the university forward in the coming years.

APPENDIX C

University of Baltimore

UNIVERSITY OF BALTIMORE

I.   Institutional Profile

As a member of the University System of Maryland, the University of Baltimore is committed to a mission of access and affordability and seeks to enroll students who can succeed academically in its programs. Beginning in fall 2007, UB once again opened admission to entering freshman students, who joined the University's population of transfer and graduate students to create a unique blend of learners.

Through the University's four schools, UB provides quality education in the areas of law, business, arts and sciences, and public affairs. The University boasts a nearly even mix of undergraduate and graduate/professional students, a similarly equal distribution of full- and part-time students, and a student population that is 56.7 percent female and 41.4 percent minority. UB is unquestionably one of Maryland's most diverse universities based on both its academic offerings and its student profile (see sidebar).

Though the University has accepted freshmen since 2007, the majority of its undergraduate class comprises transfer students from the region's community colleges; many of these students did not begin college directly after high school. The greatest number of transfer students—27 percent—comes from the Community College of Baltimore County, and the second largest transfer population comes from Baltimore City Community College.

Fall 2010 Incoming Undergraduate Class
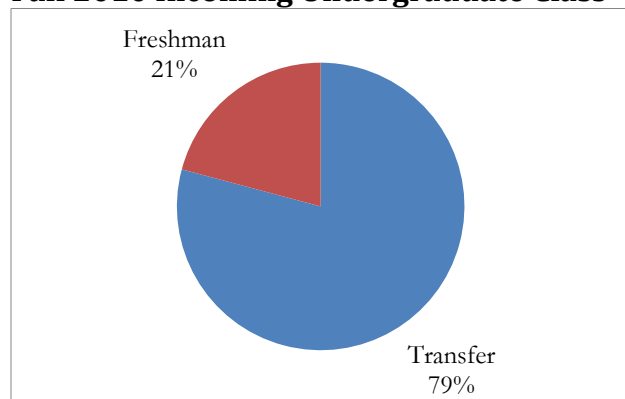
UB at a Glance	
Fall 2010 Student Profile	
Total enrollment	**6,501**
Undergraduate	3,226
Graduate	2,128
Law	1,147
Female	**56.7 percent**
Male	**43.3 percent**
Full-time	**3,419**
Part-time	**3,082**
Minority	**41.4 percent**
Maryland resident	**90 .0 percent**
Baltimore city resident	**34.6 percent**
Pell recipients:	
Undergraduate	**60.0 percent**
First-time freshman	**75.0 percent**
Average age:	
Undergraduate	28.6
Graduate	31.9
Transfer student Retention	**74.5 percent**
Freshman student Retention	**77.1 percent**
Bar passage (July 2010)	**83.0 percent**

The academic recognition that the University of Baltimore has received in recent years has been possible only because of the talent and dedication of its more than 400 faculty members of ranks and tenure. Of UB's 182 full-time faculty (as of fall 2010), 85 percent have terminal degrees, and nearly 80 percent are tenured or are on the tenure track. UB faculty members have authored more than 1,000 books and refereed articles in the past five years alone, received numerous individual accolades and continued to increase their grant activity. Most importantly, these extraordinary professors ensure that UB students graduate with the knowledge and skills necessary to compete and excel in their chosen fields.

Degree Level of Full-time Faculty as of Fall 2010
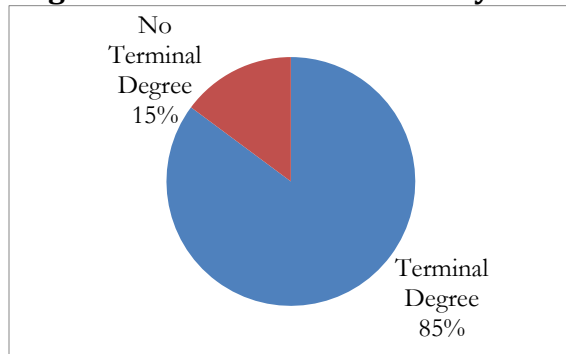
Though student success and programmatic excellence are the University's highest priorities, UB also strives to be considered as one of the region's top employers and boasts both high employee-satisfaction scores and exceptional employee-retention rates.

In addition to faculty, a valuable team of roughly 600 full- and part-time staff members supports the University's academic mission. UB staff routinely performs above and beyond their job responsibilities to best serve the surrounding community. In the past four years alone, staff participation in community service activities has increased dramatically—by 165 percent—thanks to their dedication to Baltimore and to its residents.

Last but certainly not least, UB alumni comprise yet another key contingent of the UB community. Many graduates have remained in Maryland and, as both residents and members of the workforce, continue to make significant contributions to the state economy. More than three-fifths of UB graduates live in Maryland, and alumni reside in every county in the state. What's more, UB alumni have climbed the ranks in every major industry in Maryland's marketplace, with a large number working in education, in legal practice and in the public sector.

II.   Institutional Diversity

The University of Baltimore comprises the College of Public Affairs, the Merrick School of Business, the School of Law and the Yale Gordon College of Arts and Sciences. UB offers a wide array of bachelor's and master's degree programs; doctoral programs in law, information and interaction design, and public administration; and several certificate programs.

UNDERGRADUATE DEGREE PROGRAMS

Applied Information Technology
Business Administration:
Accounting
Computer Information Systems
Entrepreneurship
Finance
General Business
Human Resource Management
International Business
Management
Marketing
Pre-Law
Community Studies and Civic
Engagement
Corporate Communication
Criminal Justice
English

Environmental Sustainability and Human
Ecology
Forensic Studies
Government and Public Policy
Health Systems Management
History
Human Services Administration
Interdisciplinary Studies
Integrated Arts
International Studies
Jurisprudence
Information Systems and Technology
Management
Psychology
Real Estate and Economic Development
Simulation and Digital Entertainment

GRADUATE DEGREE PROGRAMS
School of Law
Law (J.D.)
Taxation (LL.M.)
Law of the United States (LL.M.)

Merrick School of Business
Accounting and Business Advisory
Services (M.S.)
Business Administration (UB/Towson
M.B.A.)
Business—Finance (M.S.)
Global Leadership (M.S.)
Taxation (M.S)
Master's Advantage
Accounting Fundamentals (CERT)
Business Fundamentals (CERT)
Leadership for Organizations (CERT)

Yale Gordon College of Arts and Sciences
Applied Psychology (M.S.)
Creative Writing & Publishing Arts
(M.F.A.)
Information and Interaction
Design (D.S.)
Integrated Design (M.F.A.)

Interaction Design and Information
Architecture

(M.S.)
Legal and Ethical Studies (M.A.)
Publications Design (M.A.)
Information Design (CERT)
New Media Publishing (CERT)
Professional Counseling Studies (post-
master's)

College of Public Affairs
Criminal Justice (M.S.)
Health Systems Management (M.S.)
Human Services Administration (M.S.)
Negotiations and Conflict Management (M.S.)
Public Administration (D.P.A.)
Public Administration (M.P.A.)
Strategic Management and Public
Accountability
Systems (CERT)

Dual-Degree Programs
Criminal Justice/J.D.
Negotiations and Conflict Management/J.D.
Public Administration/J.D.
M.B.A./J.D.
M.B.A./M.S. in Nursing
M.B.A./Ph.D. in Nursing
M.B.A./Pharm.D.

The University of Baltimore has received national recognition from academic and professional organizations for everything from its superior academic programs to its top-notch faculty to its high-achieving graduates.

- The Middle States Commission on Higher Education accredits the University of Baltimore. All of the undergraduate and graduate programs within the Merrick School of Business are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. The Master of Public Administration degree, offered by the College of Public Affairs, is accredited by the National Association of Schools of Public Affairs and Administration. The School of Law is accredited by the American Bar Association and holds membership in the Association of American Law Schools.
- UB's Merrick School of Business was one of only three business schools in Maryland recognized in *U.S. News & World Report*'s 2011 Best Colleges issue for providing one of the nation's **best undergraduate business programs**.
- The University of Baltimore has the highest number of alumni who manage or co-manage Baltimore's 25 largest accounting firms.
- The UB School of Law ranks among the **top 40** U.S. law schools (out of nearly 300) based on the total number of downloads of faculty papers and other scholarly research, according to the Social Sciences Research Network.

III.   Access and Affordability

When the University reaches out to prospective students, it makes sure they understand what it takes – both academically and financially – to obtain a degree. Whether they are adult workers who are thinking about attending college for the first time or high school students who are not yet sure what to do after graduation, these students have access to multiple options for success at UB.

The University has historically been committed to serving adult, part-time students, many of whom are the first in their families to attend college. For the first time, UB now offers these students a chance to earn their undergraduate degrees entirely at UB. In June 2010, the University announced the creation of the **Part-time Evening Program**, which launched as a pilot that fall. The program offers a first-year college experience specifically for students with busy lives due to work and family commitments. The program is designed with adult learners in mind, offering all of the benefits of UB's full-time day program—such as individualized advising and a learning community environment—but with flexible, part-time scheduling and evening course offerings. The Part-time Evening Program, along with UB's flexible class schedules and extensive online, evening and weekend offerings, is part of UB's comprehensive efforts to help adult learners achieve all of their educational goals.

Financial Aid Options

Even when the economy is booming, college costs factor heavily in students' ability to complete their degrees. UB's Office of Financial Aid works proactively with students to review their financial aid packages, making sure they are taking advantage of every available opportunity for funding. In FY 2010, 78 percent of UB students were awarded financial aid, a 4 percent increase over the previous year. With steady population growth over the last four years, particularly in the undergraduate population, the University made an additional $400,000 investment in financial aid to allow more students to receive both need-based aid and scholarships. In addition, the University is committed to reducing student loan debt and to educating its students on how best to manage the cost of education.

Need-Based Financial Aid: 5-Year Report
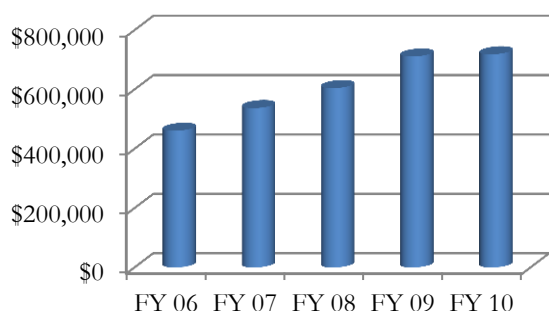
To supplement traditional financial aid packages, the University launched an initiative to create and coordinate a comprehensive Student Employment Program. The goals of the program are to encourage UB academic and administrative departments to hire Federal Work-Study Program student employees and to strengthen the off-campus Federal Work-Study Program community service program. The benefits of UB's program are two-fold: students gain valuable work experience in professional settings, making them far more competitive in the job market; and UB departments gain office support staff at a fraction of the cost, simply contributing a 1-to-4 match of federal dollars.

This initiative resulted in a 210 percent increase in student placement in on- and off-campus positions since the program's inception. The new process provides students with a one-stop shop for the Federal Work-Study Program and student assistant jobs and increases collaboration among departments. Through the program the University has a greater understanding of student needs and expectations, resulting in enhanced services to students, faculty and staff.

Federal Work Study Students Working On or Off Campus: 3-Year Report
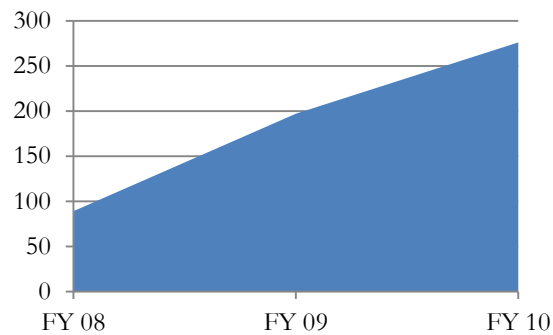
IV. Workforce & Economic Development

The University of Baltimore plays a significant role in Maryland's economic development and serves as a driver of the state's innovation economy through the applied research of its faculty and students, the grant activity its academic programs and initiatives generate, and through the work of its centers and institutes. The University's impact on state agencies, on the nonprofit sector and on federal organizations is significant, not just because of the services UB provides through its centers, but because of the educated, well-prepared workforce it makes available to those entities. UB students and alumni contribute in large numbers to the state's public workforce.

Arts and Sciences
UB's Yale Gordon College of Arts and Sciences is giving STEM and IT disciplines more visibility by pursuing research opportunities within its programs. For example, in UB's new Bachelor of Arts program in **Environmental Sustainability and Human Ecology**, faculty and students build upon research that focuses on the pollution and reclamation of the Jones Falls, an important tributary of the Chesapeake Bay and its watershed, as the river courses through Baltimore. The research engages students in the work of restoring and sustaining Maryland's precious water resources.

Law

In January 2011, the UB School of Law announced collaboration with The Johns Hopkins University and its School of Medicine to establish a **Center for Medicine and Law**. The center will focus on ways that the legal and medical professions can cooperate to solve health-care problems.

Public Policy

Recently celebrating its 25th anniversary, UB's Schaefer Center for Public Policy, housed in the College of Public Affairs, continues to provide valuable workforce training and services to Maryland's state agencies and nonprofit organizations. Through a four-year, **$780,000 grant from the Federal Department of Transportation**, the center is assisting the Maryland State Highway Administration in transforming its SHA University into a competency-based professional development program that is tied to the organization's

workforce needs. The center's work focuses on the functions of highway maintenance, real estate and financial management. The center is also leading a seminar for the administration's emerging leaders, providing five days of intensive instruction in strategic planning for public-sector organizations. Participants are able to apply what they learn directly to the administration's most pressing strategic issues.

Business

The University's Merrick School of Business is increasingly being viewed as the home for small businesses, entrepreneurs and innovators. The school established the **Entrepreneurial Opportunity Center** in 2006, which offers a continuum of venture development services from early ideation, coaching, and consulting to a variety of educational programs for area businesses and emerging enterprises. Its vision is to become a widely recognized resource for economic development by connecting well-prepared entrepreneurs with business and capital markets, cultivating innovation among small and family businesses and facilitating the growth of value-based enterprises. Since its inception, the center has reached over 2,500 members of the business community including regional businesses, non-profit organizations, and aspiring entrepreneurs from among area college and high school students.

The Merrick School of Business welcomed the **Central Region office of the Maryland Small Business Development Center** to the school in 2010. The center's goal is to facilitate the success of Maryland's small businesses, thereby making a positive impact on the state's economy, by offering such services as training workshops, counseling and technical assistance. The center was ranked in 2011 by Inc. magazine as one of the nation's top 10 most active and influential SBDC centers across the country, and was noted for providing exceptional support for the local entrepreneurial community.

V. Retention and Graduation

The governor has set an aggressive goal: By 2025, 55 percent of adults older than 25 should have a two- or four-year degree. The University System of Maryland has embraced this goal in its new strategic plan, and every university and college in the state has to do its part to reach that goal. One of the main strategies in achieving this goal is to provide educational access to more students, especially those who are currently underrepresented in our public colleges and universities. Despite recent state funding reductions, the University of Baltimore's enrollment has grown significantly while academic quality has been maintained. The University's objective is to manage enrollment in a responsible, strategic way in support of the state's 55 percent degree completion goal.

UB's strategic plan calls for enrollment growth to 8,000, underscoring an institutional commitment to increase student headcount in response to state and workforce needs. Among the USM leaders in percentage of undergraduate enrollment growth from 2007 to 2010, UB has launched multiple recruitment, retention and student success strategies that support the 55 percent goal in the areas of scholarships and financial aid; college readiness programs; articulation agreements; and mastery-learning developmental curricula, and the

results are impressive. In fact, in this past year, 1,456 students graduated from the University of Baltimore, the largest number in its history.

As a minority-serving institution, UB will meet the changing demographics of the coming decade of college-bound students by continuing to implement Achievement Gap initiatives such as early-warning student tracking systems; improved placement testing in Math and English; and additional support for at-risk admitted students.

The USM 2020 plan can only be successful if the 55 percent college completion objective is consistent with the themes of quality and national eminence. Such consistency is of particular importance to UB, as an institution committed to the success of its urban community and its residents. To assure that "access" and "quality" are complementary and not mutually exclusive concepts, UB will develop metrics that align quality measures to undergraduate student *outcomes* (retention rates, graduation rates, job placement data) rather than limit these terms to traditional, 20th-century measures of *inputs* (SAT scores of admitted students). The University keeps close watch on student retention rates at all levels, and will do the same when 6-year graduation rates are available in 2013 (note: because UB only started accepting freshman in 2007, 2013 will be the first year that 6-year graduation rates are available). At the same time, the University will continue to achieve national recognition in select disciplines.

As always, the University provides its students with the support they need to remain in school by helping them navigate obstacles such as financial difficulties, academic issues and scheduling conflicts. Students' commitments to learning and academic performance are, of course, key factors to their success, but UB also makes every effort to support their progress.

For some students, additional guidance and advice regarding coursework are all they need to complete their degrees successfully. During the past academic year, UB's **Achievement and Learning Center** reached 25 percent more students than the previous year, providing 5,000 hours of support by developing new methods of delivery for tutoring, writing consultations and learning consultations. The center piloted an online tutoring program in several subjects, becoming one of the first learning centers in the nation to deliver online tutoring via interactive video. In math instruction alone, the center recorded 200 video lessons, which were viewed more than 2,000 times.

With continued investment in its enrollment goals and student success strategies, the University of Baltimore can continue to grow and support the USM's 55 percent college completion goal.

VI. Regional Stewardship

The University of Baltimore serves as a steward to the Baltimore region and to Maryland as a whole. Its capital campaign, Uniquely UB: The Campaign for the University of Baltimore, is entering its final months and has raised 99 percent of its $40 million goal, making it the

most successful fundraising effort in UB's history. Robust clinical-education and experiential-learning program continue to build and strengthen the University's relationship with the community through the service work and philanthropy of UB students, faculty, staff and alumni. Based on this commitment, the Carnegie Foundation recently renewed UB's designation as a **community-engaged university**; the University was included on the foundation's original list of community-engaged universities in 2006.

The University remains dedicated to effectiveness and efficiency and is a leader in its commitment to sustainability and environmental awareness, as evidenced by its development projects and its academic offerings. Public-private partnerships have brought much-needed improvements to the University's physical infrastructure, resulting in such landmark additions as a new parking garage and the University System of Maryland's first Barnes & Noble college superstore—all without state funding. UB continues to forward these public-private initiatives, and the campus eagerly anticipates completion by a private developer of a $27 million student residential facility on a University of Baltimore Foundation-owned parcel of land, again with no investment of state capital funds.

Community Partnerships: College Readiness

In October 2011, UB staff, faculty and students welcomed more than 200 Baltimore-area high school students to campus for UB's fifth annual **HEROES Academy**. The Higher Education Readiness and Orientation for Exceptional Students Academy gives high school sophomores from Baltimore city and Baltimore County the opportunity to explore a college campus and experience college-level classes taught collaboratively by UB faculty and students. Visiting sophomores attend and participate in popular offerings such as a mock trial at the law school and a fingerprinting workshop in the University's high-tech forensic laboratories. The students meet professionals who are successful in their careers and who feel strongly that their college education contributed to their accomplishments. More than 600 students have participated in the academy thus far, and the University continues to expand the program's scope to give more students positive exposure, many for the first time, to a vibrant college campus.

In August 2010, UB launched a pilot program involving 11th-graders from **Digital Harbor High School** in a 60-hour transitional learning experience focused on honing college-level skills in expository reading and writing and in mathematics. This special curriculum provides instruction two days each week and offers learning diagnostics, practice tests, and other preparatory material aimed at improving college placement and college entrance scores. Students earning appropriate placement scores in reading were enrolled in UB's 2-credit Applied Learning and Study Skills course during the spring semester. In their 12th-grade year, students participating in these early college experience programs had the opportunity to take UB's College Composition course during the fall semester and a college-level mathematics course (either College Algebra or Introduction to Statistics) during the spring semester. Participating students can earn up to 8 college credits, for which they will receive a college transcript; those students who complete all 8 credits with a minimum 2.5 grade point average and who maintain at least an 82-percent high school grade point

average will be accepted to UB to begin their college career by spring 2013. UB is also working with Digital Harbor High School to develop workshops and other activities for the school's students and their parents, faculty and staff to contribute to the culture of college readiness.

In spring 2010, UB initiated a partnership with the **Baltimore Freedom Academy** in which UB faculty and staff provided college-readiness workshops on reading, writing, critical-thinking and mathematics. Qualifying academy students take UB's developmental placement tests in 11th grade and are given the opportunity to register for noncredit developmental and/or for-credit classes during their senior year of high school. In May 2010, UB graduated its first class of **Excel Fellows**, a group of Baltimore city high school juniors who were paired with University staff and faculty mentors to help them begin making decisions about their college aspirations and other goals for life after high school. Excel Fellowship students worked with their UB mentors during a yearlong course of intensive programming that delved into being admitted to and excelling in college, developing professional skills and learning about specific career paths.

Community Partnerships: Experiential Learning

Through its clinical-education programs and internship opportunities, the University of Baltimore offers hands-on learning to its students while providing the community with much-needed services.

The University of Baltimore School of Law's Center for Families, Children and the Courts, in partnership with the American Bar Association Section of Family Law, launched a three-year family-law reform initiative known as **Families Matter,** with an invitation-only conference held at the University of Baltimore in June 2010. Recognizing that adversarial family legal proceedings often have a devastating impact upon the children and families involved, a distinguished group of more than 60 lawyers, judges, academics, mental-health professionals, mediators and financial experts gathered at the Families Matter Symposium to brainstorm about better ways to tackle family-law matters**.** This partnership now includes other groups such as the Association of Family and Conciliation Courts and the National Council of Juvenile and Family Court Judges.

The University has taken great strides to strengthen student **opportunities for experiential learning**. The Merrick School of Business has increased participation in its internship program by 24 percent in study-abroad programs by 37 percent. Likewise, the School of Law has increased nonjudicial internship opportunities by 81 percent with positions throughout Maryland and the District of Columbia.

The University of Baltimore School of Law's **clinical education program** provides valuable clinical experience to students and vital services to community clients. For instance, the Family Mediation Clinic collaborates with the court system and with various Maryland legal organizations to provide students with a wide range of opportunities in this practice area. Clinical experiences allow Family Mediation Clinic students to represent

clients throughout the mediation process, to co-mediate family law disputes and to engage in projects designed to improve the practice of family mediation.

Community Partnerships: Sustainable City Growth

As an engaged urban university, UB recognizes the importance of augmenting a growing economy with a sustainable mission. The University serves as an economic engine that supports private-sector investment and main-street success. A concentration of businesses, homes, transportation options and academic institutions prompts development of ideas, collaboration and capital. The retail blocks of North Charles Street, which runs through campus, exemplify a main-street success story, as the sidewalks, restaurants, coffee shops and retail enterprises are filled with University patrons.

UB is leading by example though its **sustainable building program** and campus landscaping projects. The University has entered into a performance contract with Energy Systems Group to reduce energy consumption by 30 percent, and new air handlers, water-conserving plumbing fixtures, energy-efficient lighting and day-lighting strategies are being implemented in older buildings; the $8.1 million cost of the project will be offset by the resulting energy savings. UB is adding dozens of trees and hundreds of shrubs along its sidewalks, significantly reducing impervious surfaces. Green roofs have been implemented on UB's current law center and on the Fitzgerald at UB Midtown apartment complex (constructed on UB property) and will also be installed on both the new John and Frances Angelos Law Center, scheduled for completion in 2012, and the aforementioned student housing facility. UB is growing, but its blacktop surfaces are shrinking.

UB is making progress in effective waste management, having implemented a **single-stream recycling system** that allows paper, glass, aluminum and plastic to be collected in the same bins. Students and staff worked together to paint numerous trash cans as recycling bins to support UB's goal of parity in the number of receptacles that collect trash and recycling. Nonrecyclable waste is sent to the Wheelabrator waste-to-energy facility, where it is used to generate electricity for sale to the local utility; in other words, UB trash never sees a landfill.

UB is also committed to ensuring that green initiatives are not merely an administrative function. The aforementioned new **Environmental Sustainability and Human Ecology** program allows students to study the interrelationships of people and their environment from scientific, social, ethical and public-policy perspectives. Graduates of the program will be prepared to deal with the real problems facing communities around the globe, from Baltimore to cities in the developing world.

Members of the UB community participate in **making the world greener**. In fall 2010, staff and students joined the Chesapeake Bay Foundation to plant hundreds of trees on ecologically sensitive land in two Western Maryland watersheds. This event was so successful that it is now slated to become an annual campus initiative. The number of green-themed events held at UB or in which the UB community participates is on the rise, as indicated by recent initiatives such as the Bridging the Gulf Symposium, Bike Maryland's

Tour du Port, the Bay in Crisis: Saving the Chesapeake Symposium, Cities for Cycling and many other events.

Community Partnerships: Revitalizing Baltimore City

The new **John and Frances Angelos Law Center** will serve as one of the nation's finest examples of sustainable design and function. In fact, the project may achieve LEED Platinum certification—the highest distinction available to green buildings—from the U.S. Green Building Council. Features include:

- a geothermal well system
- a rainwater harvesting system
- LED lighting
- active slab radiant heating and cooling
- a total energy savings of 30 percent compared to conventional systems
- green roofs and terraces
- natural light and ventilation.

The 115-unit **housing development oriented to UB students** quickly rising at the northeast corner of Maryland Avenue and West Biddle Street has been designated LEED Silver; it is taxable and financed entirely at private risk.

In October 2010, UB celebrated the grand opening of the **Fitzgerald at UB Midtown**, a $77 million, LEED-certified development that stemmed from a public-private partnership with the Bozzuto Group to develop a four-acre former UB parking lot adjacent to the UB-Mount Royal Light Rail stop. The development features 275 market-rate apartments, a 1,245-space parking garage and a 20,000-square-foot UB Barnes & Noble bookstore.

UB is a public transit- and walking-oriented institution. A website that rates neighborhood walkability gave UB a score of 92, in the site's highest category of "walker's paradise." (UB also earned one of the top scores among all of Maryland's public and private universities.) This rating underscores what the UB community already knows: You can grab dinner, see a show or a movie, and do anything else you need or want to do within an easy walk of campus.

VII. Looking Ahead

The University of Baltimore has launched UB21, an innovative planning initiative to engage the campus community and its constituencies in an ongoing dialogue concerning best practices and new developments in 21st-century learning, teaching and University life.

Recognizing that the efficient and effective university is one that transcends traditional academic and administrative silos, the initiative focuses on:

- learning
- technology
- university life
- campus environment
- institutional support

Overarching success measures include growth in student and faculty headcount; student graduation and job placement rates; student, faculty and staff retention; and campus infrastructure enhancement. These measures are rooted in the University of Baltimore's long-held educational mission that encompasses both access and quality.

The UB of today and tomorrow is a dynamic, growing and vital university that occupies a distinctive niche in higher education and is an institution of choice for a new generation of students. It continues to address the question of what it means to be an educated, engaged citizen, and its leaders continue to define what distinguishes a University of Baltimore education and a University of Baltimore graduate.

###

APPENDIX D

Summary of Presentations and Additional Reports

Presentations

The Task Force received briefings from two experts on student completion rates and trends for Baltimore City and nationally.

Dr. Faith Connolly, Executive Director
Baltimore Education Research Consortium (BERC)

Faith Connolly (Ph.D. in Public Policy, University of Maryland) joined BERC as Executive Director in August, 2010, to lead strategic development of expanding the consortium by establishing a lead role in communication raising funds, managing research teams and partnerships, and working with our Executive Committee and Advisory Committee to shape BERC's future research agendas and priorities.
Faith earned her undergraduate degree from Harvard University, master's degrees from the University of Hartford and the Johns Hopkins University, and doctorate in public policy from the University of Maryland. Her past professional experiences include being a dropout prevention mathematics teacher, assistant to the chief of accountability for Baltimore City Public Schools (2001-2004), director of accountability for Montgomery County Public Schools (2004-2007), and more recent roles with Naviance (in the private sector) and the District of Columbia Public Schools.

Ms. Dominique Raymond, Director, Alliance State Relations
Complete College America

Complete College America is a national nonprofit working to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. The organization was founded to focus solely on dramatically increasing the nation's college completion rate through state policy change, and to build consensus for change among state leaders, higher education, and the national education policy community.

As Director of Alliance State Relations, Dominique leads outreach, advocacy and communications with Complete College America's Alliance of States, serving as a primary point of contact for state leadership teams. Across her career, she has developed expertise in implementing access and success education policy initiatives that increase academic achievement, particularly among underserved students.

She has served as a Special Assistant to the Secretary at the Pennsylvania Department of Education, State Outreach Coordinator for Achieve, Inc., and Higher Education Policy Analyst in the Office of Planning and Academic Affairs with the Maryland Higher Education Commission (MHEC).

Ms. Raymond's MHEC responsibilities included staffing the Maryland K-16 Leadership Council, student transfer & articulation, teacher preparation and minority achievement. She has also held positions as an academic advisor at the University of Maryland College Park (UMCP) and staff assistant at the University of the District of Columbia.

Additional 2011 JCR Reports
with implications for the work of the
Task Force for Higher Education in Baltimore City

➢ *Report on Methods to Determine Predicted Performance of Public Four-year Institutions*

> *The committees are interested in increasing student performance at public four-year institutions of higher education in Maryland. The Maryland Higher Education Commission (MHEC), in conjunction with the University System of Maryland (USM), Morgan State University (MSU), and St. Mary's College of Maryland (SMCM), should submit a report identifying models the State could use to determine an institution's predicted performance in measures such as graduation and retention based on student characteristics. The report should include indicators and algorithms that could be applied across public four-year institutions in Maryland, including comprehensive institutions, research institutions, baccalaureate-granting institutions, and historically black institutions. The report should also examine whether predictive modeling has been used in other states on a statewide level.*

➢ *Report on Incentives for Community College Students to Complete Associates Degree Prior to Transfer;*

> *The committees are interested in increasing the number of students who complete an associate's degree prior to transferring to a four-year institution. The 2010 Joint Chairmen's Report requested Maryland's higher education segments to report on incentives and best practices. To follow up on this report, the committees request that the Maryland Association of Community Colleges (MACC), in conjunction with the University System of Maryland (USM), submit a report outlining the incentives and best practices that will be implemented and how those already in use can be expanded.*

➢ *Collaboration on College-readiness:*

> *The committees are interested in learning more about how colleges work with local school districts to determine those students who are college-ready and those who need additional study before being beginning college-level coursework. The Maryland Association of Community Colleges (MACC) and the University System of Maryland (USM) should submit a report describing to what extent colleges work with local school systems, and how the colleges and local school systems use the information.*

Task Force Meeting at Baltimore City Community College – July 28

On July 28, the Task Force convened at Baltimore City Community College to review the scope and purpose of the JCR, discuss the study components and how to collect the necessary data to include in the JCR report. For data purposes, the Task Force concluded to follow the basic data collection profile as outlined in the Coppin State University Study Report. A separate group of institutional research directors was charged with compiling the data points that best describe the type of students and mission for each of the institutions.

Also, each institutional representative began reviewing collaborative programs, academic agreements, and possible further areas where partnerships could be made, which are included in this report under each institution's profile.

The Task Force also reviewed two reports of interest to the discussion:

- Baltimore Collegetown Network Report
- Baltimore City Public Schools Data on College Enrollment and Completion

Task Force – Institutional Research Director's Meeting at USM – October 11

Ms. Anita Thomas, Vice President for Government and Community Relations for the University of Baltimore, convened the institutional research directors and charged them with developing a data template for the report. Consensus was reached on institutional profile data, student outcome data, as well as additional information for policymakers to understand the unique missions of each institution in Baltimore City.

Task Force Meeting at Maryland Higher Education Commission – October 13

As charged by the JCR, two outside experts briefed the Task Force. Briefings focused on completion in Baltimore City as well as the nation.

Dr. Faith Connolly
Executive Director
Baltimore Education Research Consortium (BERC)

Ms. Dominique Raymond
Director, Alliance State Relations
Complete College America

Task Force Meeting at Maryland Higher Education Commission – November 9

The last meeting of the Task Force shared the findings of the institutional researcher's data collection and made recommendations for final reporting. Other topics of discussion were the issue of a structural merger, demographic data on Baltimore City, and the timeline for compiling the JCR report before the deadline.

Task Force for Higher Education in Baltimore City

Membership

University System of Maryland

Dr. Irv Goldstein,
Senior Vice Chancellor for Academic
Affairs

Dr. Teri Hollander
Associate Vice Chancellor

Mr. Andy Clark
Director of Legislative Affairs

Mr. Anthony Foster
Associate Vice Chancellor for
Accountability and Planning

Ms. Amy Decker
USM Budget Analyst

Coppin State University

Dr. Monica E. Randall
AVP, Public Policy & Government
Relations

Dr. Ronnie L. Collins Sr.
Dean: Honors Program

Ralph M. Hughes
Chairperson/Assistant Professor
Criminal Justice & Law Enforcement

University of Baltimore

Ms. Anita H. Thomas
 Vice President for Government and
Community Relations

Mr. Peter Toran
Vice President, Planning and External
Affairs

**Maryland Association of Community
Colleges**

Mr. Brad Phillips
Research Director

Baltimore City Community College

Dr. Carolane Williams
President of Baltimore City Community
College

Dr. Kim James
Vice President Strategic Initiatives

Baltimore City Public Schools

Dr. Sonja Santelises
Chief Academic Officer

**Maryland Higher Education
Commission**

Dr. Gareth E. Murray (Convener)
Director of Legislative Affairs &
Communications