



# **2014 PERFORMANCE ACCOUNTABILITY REPORT MARYLAND COLLEGES AND UNIVERSITIES**

## **Volume 1**

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# Maryland Higher Education Commission

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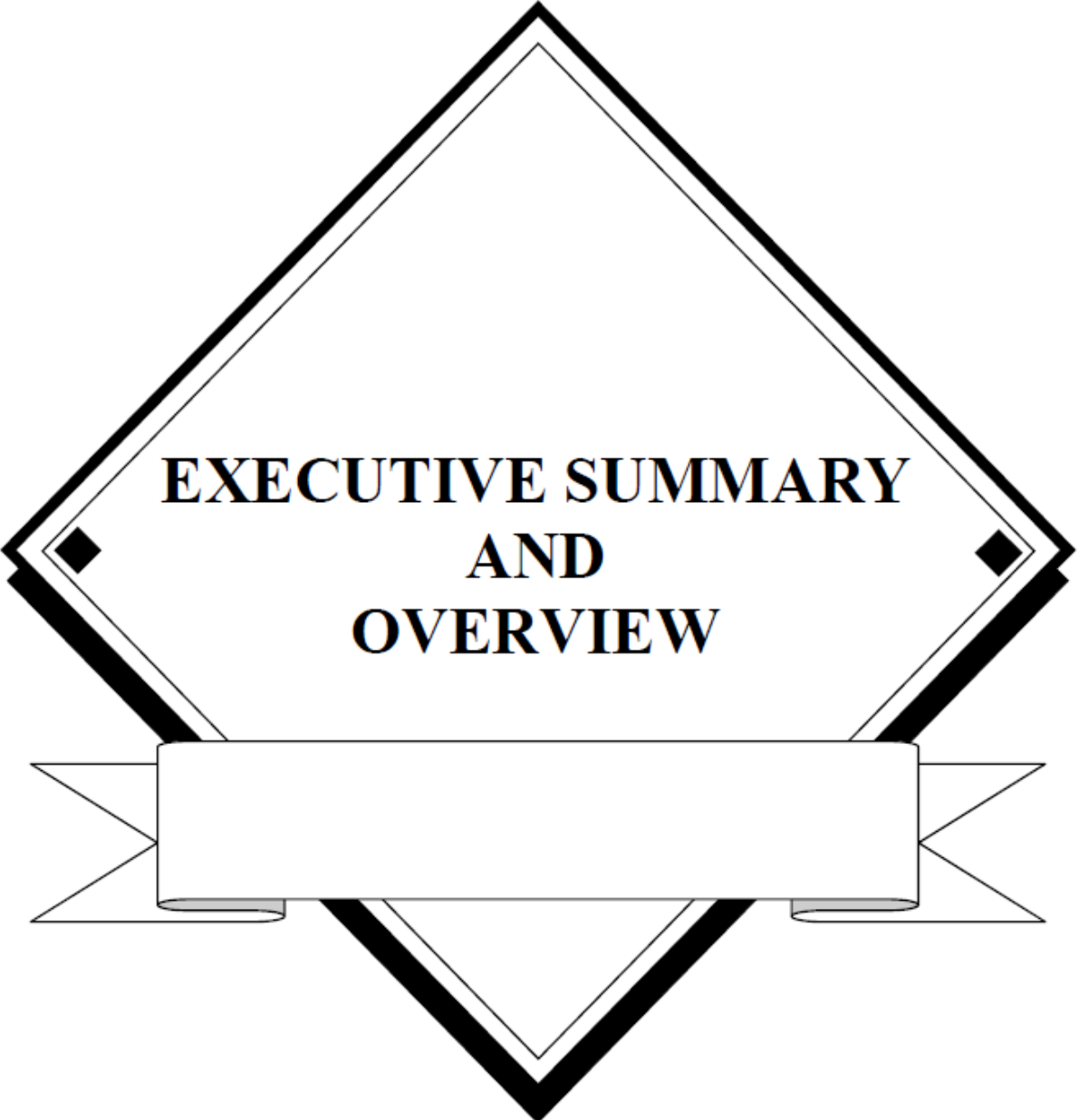
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**EXECUTIVE SUMMARY  
AND  
OVERVIEW**

## EXECUTIVE SUMMARY

In this edition of the Performance Accountability Report (PAR), the Maryland Higher Education Commission focuses its analysis on three key higher education issues: 1) affordability, 2) closing the achievement gap, and 3) degree progression and completion. These were the three primary areas of focus for the 2013 report as well, having been identified as topics of significant concern to Maryland and its colleges and universities. A review of the institutions' reports for the 2013-2014 year reveals that it is worthwhile to sustain attention on these three areas.

- **Affordability** is affected by factors such as rising college costs, college spending patterns, fluctuations in State funding, stagnating or depreciating wages, availability of Federal, State, institutional and private aid, and perceptions of the value of obtaining further education.
- **The achievement gap** persists between underrepresented students and all other students and requires sustained focus on the part of Maryland institutions. Although some institutions report progress in addressing persistence and completion of traditionally underrepresented students, gaps continue. Exploration of different metrics and continued focus on what is (and is not) working within institutions can aid in better understanding this complex problem.
- **Degree progression and completion** has flattened overall despite efforts to focus on students' progression through college. Completion varies by institution and there are promising practices being implemented that warrant further study and analysis.

The issues identified and explored in this year's and last year's reports are complex and interrelated. As such, they require sustained attention and ongoing discourse. By their nature, these issues are less likely to be solved by simple, efficient, and short-term actions and may demand a greater allocation of strategic resources (e.g. funds, staffing, and infrastructure) to help address them.

In the coming year, the Commission will reach out to institutional representatives to explore future indicators that can describe and improve performance in identified areas and begin to ask institutions to address these issues in the 2015 edition of the PAR. This will allow the PAR to serve the people of Maryland by ensuring that their public colleges and universities are continuing to foster personal, educational, and economic growth while addressing significant state needs.

## OVERVIEW OF THE ACCOUNTABILITY REPORT

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

This is the 19<sup>th</sup> accountability report submitted to the Commission since the adoption of the current system with benchmarked indicators and objectives. **Volume 1** includes the following:

- an overview of the accountability process;
- observations about institutional performance on key statistical indicators;
- an analysis of key issues not currently being addressed by the accountability process; and
- institutional responses to the Commission's questions about indicators submitted in the 2013 PAR.

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

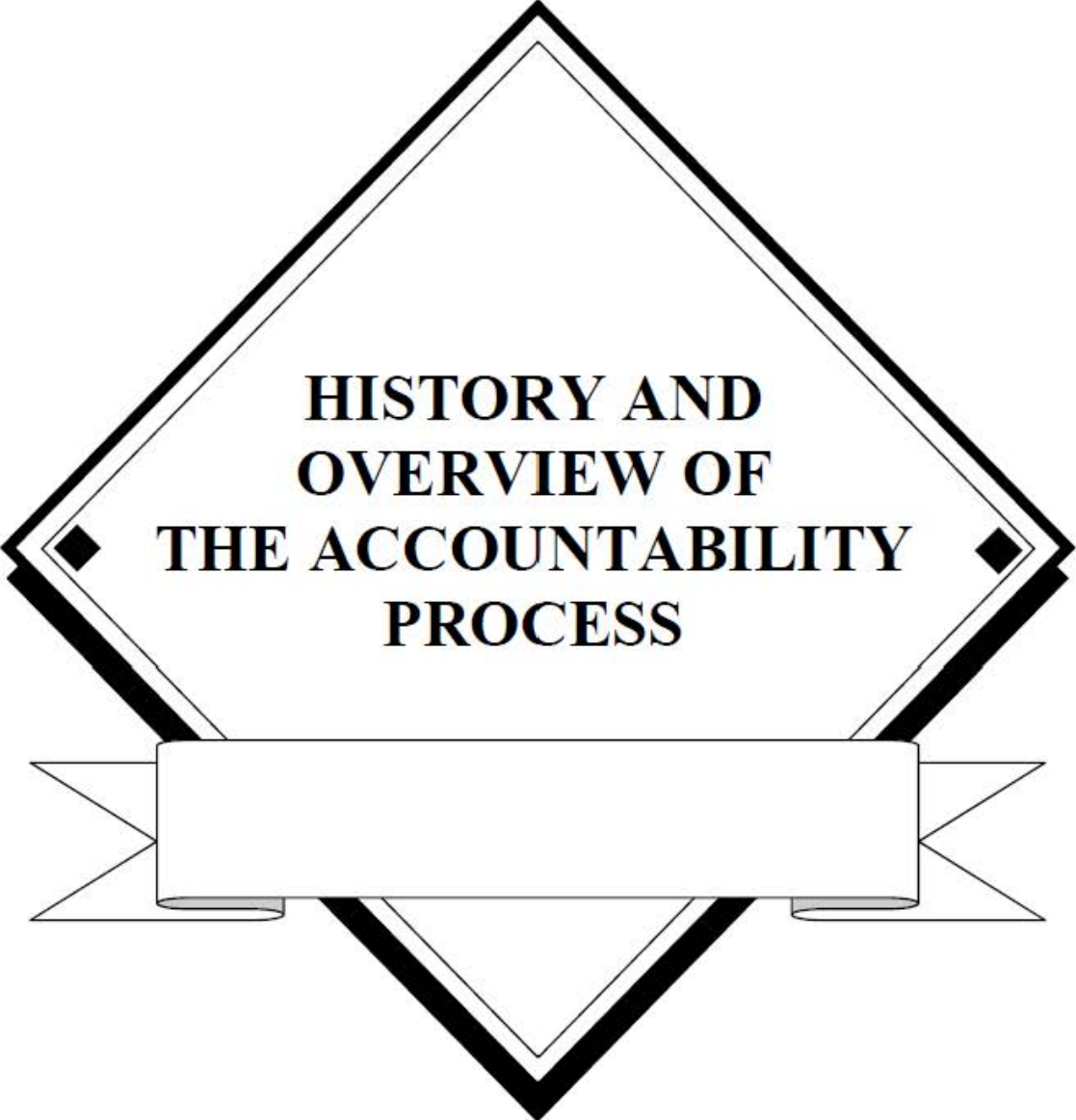
The reports from the community colleges include:

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

The reports from the public four-year institutions include:

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

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



**HISTORY AND  
OVERVIEW OF  
THE ACCOUNTABILITY  
PROCESS**

## HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

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

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

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

There is an additional element of the PAR that both community colleges and four-year institutions share. Since 2006, all institutions have included information in their narrative assessments about how initiatives on each campus have contributed to the goals of the *State Plan*. This provides colleges and universities the opportunity to describe the variety of programs and initiatives that they offer to serve the people of Maryland.

In 2013, the Commission approved additional revisions to the accountability process, namely the removal of cost-containment measures that had been in place for previous years; this decision was tied to changes at institutions over the past several years. From 1999 to 2013, all institutions reported on their efforts to contain operational costs. Institutions described how they identified operational efficiencies, forgone expenditures, renegotiated contracted services such as food services, energy, and employee benefits, and worked to reduce outlays in several areas. Colleges and universities identified millions of dollars of cost savings and provided a range of cost-saving practices for other institutions to emulate. In 2013, the Commission recognized that constrained revenues at Maryland's higher education institutions and pressures to contain expenditures



provided a far more effective means to restrict spending than the Cost Containment report could deliver. This adjustment to the accountability report is reflected for the first time this year.

## **Community Colleges**

At the core of the community college accountability reports is a set of 35 performance measures driven by mission and mandate. These indicators were developed by a community college workgroup and refined through discussions with staff from the Commission, the Department of Budget and Management (DBM), and the Department of Legislative Services (DLS). These indicators are standard across all 16 community colleges. Each community college may also choose to include additional campus-specific measures. These indicators are updated every five years. The current five-year cycle began in 2011, and is scheduled for updating in 2016. The standard performance indicators are organized on the basis of the following six categories, five of which are aligned with the goals of the 2009 *State Plan for Postsecondary Education*, which applies to the period described in this report.<sup>1</sup>

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

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

## **Four-Year Colleges and Universities**


During the 2000 General Assembly session, the budget committees adopted narrative that asked the Commission to create a single document that incorporated the elements of both the Commission’s PAR and DBM’s Managing for Results process (MFR). The MFR process accounts for goals established in institutional strategic plans and connects institutional performance to the budgeting process overseen by DBM. The task of merging the two reports was undertaken in conjunction with DBM, DLS, and representatives from the public four-year institutions and their governing boards.

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<sup>1</sup> These goals also align with the goals in the 2013 *State Plan for Postsecondary Education*. The 2013 *State Plan* will apply to institutional activities that will be reported in the 2015 edition of the PAR.

All parties agreed to a model that streamlined the accountability process, reduced duplicative reporting for the campuses, and provided a more efficient means for policymakers to determine the performance of each of the public four-year campuses. In the revised accountability process, the MFR framework allows each campus to develop its own goals, objectives, and performance measures, which replaced the standardized set of indicators that the Commission had used in the past. While the process provides campuses with a great deal of flexibility, the Commission expects the inclusion of objectives that encompass these general areas of performance accountability: quality, effectiveness, access, diversity, and efficiency. In addition, campuses are asked to include specific objectives related to retention and graduation, post-graduation outcomes, and minority enrollment and achievement.

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



**ASSESSMENT  
AND  
RECOMMENDATIONS**

## ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

In 2013, the Maryland Higher Education Commission focused the Performance Accountability Report (PAR) on three key higher education issues: 1) affordability, 2) degree progress and completion, and 3) closing the achievement gap. These were identified as areas of significant concern to Maryland and its colleges and universities, and review of the institutions' reports for the 2013-2014 year reveal that it is worthwhile to sustain attention on these three areas.

The narrative reports and statistical indicators included in Volume 2 of this report show the myriad ways that Maryland's 29 public colleges and universities continue to address the economic, educational, and societal needs of the state and local communities. The institutions' missions reflect the depth and breadth of the stakeholders they serve – especially students, industry, businesses, and the Maryland citizenry – and the work they do to remain affordable and responsive to their communities.

The institutions' reports show that Maryland's public colleges and universities are meeting the needs of the state in the face of ongoing challenges. As Volume 2 reflects, the institutions continue to meet or exceed benchmarks set on most indicators of performance in the PAR. Despite these successes, institutions report economic and enrollment hurdles that they fear may hinder their ability to fulfill their mission and their commitment to provide affordable, high-quality education and services.

To set the context, what follows is a brief summary of the fiscal climate within the state as it relates to higher education and a discussion of enrollment and demography patterns of Maryland's public colleges and universities. This summary is followed by an exploration of the three areas of focus, highlighting steps Maryland's public institutions are taking to address the issues at hand and a set of further questions that could be asked of the data to delve deeper and further explore the factors at play.

### *Funding higher education in Maryland*

Keeping college affordable has been a State priority over the past ten years. The tuition freezes implemented and additional funding provided to the state's public institutions resulted in the Maryland being recognized as a national leader in its commitment to higher education, bucking the trend of many states during the Great Recession to put a disproportionate burden of college prices on students and families.

And yet Maryland is at an interesting crossroads in terms of its public higher education system. Maryland's community colleges have seen a substantial decline in their per-student appropriations in the past five years and public appropriations for financial aid have been flat or declining. The new Governor has committed himself to controlling or reducing public expenditures, which suggests that it may be difficult for the State to increase funding to support colleges and universities. These circumstances pose challenges to the State's institutions as they determine how to use their resources well to address the need for accessible, high-quality education for the citizens of the state.

The price of college is a key factor in students' and families' higher education decisions. Before enrollment, price affects where students decide to apply and ultimately attend, and once enrolled, changes to prices can influence students' commitment to persist, stop out or drop out of postsecondary education altogether. A reduction in State support – either to institutions in the form of direct appropriations or to students in the form of financial aid – may place college out of reach for many Maryland citizens. This, in turn, hinders progress toward state and national goals to create a highly educated citizenry able to contribute to the growing knowledge-based economy.

### *Enrollments*

Maryland faces short- and long-term enrollment shifts that require flexibility and planning on the part of institutions. In the past two years, student enrollments have declined in the state's colleges and universities. For fall 2013, enrollment of all students (undergraduate and graduate students) at all public institutions was 310,573, a 2.9 percent decrease from fall 2012.<sup>2</sup> These short-term enrollment shifts may be a result of the increasing price of attending college and stagnating wages. In addition, the growing health of the economy may play a role, as those who may have sought higher education have, instead, been able to enter the workforce. This decrease in enrollment has left institutions in a challenging position, as they rely on tuition and fees for approximately 40 percent of their revenue, and their State appropriations are heavily reliant on headcount. They must be agile enough to control costs in response to this short-term enrollment downturn as they try to plan for a longer-term increase in demand in the coming ten years.

Long-term enrollment projections for the state reveal that total headcount at Maryland's public colleges and universities is estimated to be approximately 16 percent higher (48,680 students) by 2023. Total enrollments are expected to increase by 20 percent (28,314 students) at the community colleges and by 13 percent (20,366 students) at the public four-year campuses in the next ten years. Overall, projections estimate that by 2023 over 167,000 students will be enrolled in the state's public community colleges and approximately 134,210 undergraduates and 48,877 graduate students will be enrolled at the state's four-year institutions.<sup>3</sup>

The change in headcount heralds another important shift that will come in the next ten years. Growth rates for part-time undergraduate students are estimated to rise by 20 percent (adding 6,325 students) for public four-year institutions, and public two-year institutions will see an increase of 12 percent (adding 11,234 students). Full-time undergraduate enrollment at public four-year campuses are estimated to increase by just 10 percent (adding 8,714 students) and two-year institutions' projections show an uptick of 36 percent (adding 17,080 students).

Part-time and full-time students place different demands on institutions so these shifts will require institutions to adjust accordingly. For example, part-time students may seek flexibility in course scheduling and mode of course delivery, need advising and other campus resources at "off" hours (such as evenings and weekends), can take longer to complete their education goals, and are at greater risk of stopping or dropping out of college before completion. Therefore,

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<sup>2</sup> Maryland Higher Education Commission, *2014 Data Book* and *2015 Data Book*.

<sup>3</sup> Maryland Higher Education Commission, *Enrollment Projections 2014-2023 Maryland Public Colleges and Universities*.

institutions will need to be responsive to both increased enrollments and a shift in the type of student seeking support, services, and resources.

### *Diversification of the student body*

Maryland's college student body is diverse along racial, ethnic, and income lines. Approximately 50 percent of students attending the state's public community colleges and four-year institutions are from traditionally underrepresented populations, with African American and Hispanic students being the largest minority groups. There are 87,926 African American students (approximately 29 percent of all students) and 21,171 Hispanic students enrolled in Maryland's public two- and four-year institutions (approximately seven percent of all students).<sup>4</sup> Although African American enrollments shrank slightly from 2012 to 2013, Hispanic enrollments grew by almost 6 percent. In addition, from fall 2007 to fall 2012, the low-income population (defined as those who received a Pell grant) grew by approximately 13 percent. Over 100,000 students – or approximately one-third of all students attending Maryland's public institutions in 2012 – were low-income.<sup>5</sup> Among Maryland's public institutions, its community colleges enroll a more diverse student body overall, with greater representation of ethnic and racial minority groups and low-income students than the state's public four-year institutions.

State projections estimate that there will be further diversification of the student body in all public institutions, with a growing number of ethnic and racial minorities and low-income students seeking higher education in the state.<sup>6</sup> Growing diversity in enrollments is encouraging, for it means students who are often marginalized in higher education will be seeking post-secondary opportunities. Worrisome are the possible risks for these students, who historically persist, transfer, and graduate at lower than average rates.

As stated above, this year's PAR focuses on three areas that require sustained focus by the state, as they arise as ongoing and pressing issues faced by the state's colleges and universities.

- **Affordability** is affected by factors such as rising college costs, college spending patterns, fluctuations in State funding, stagnating or depreciating wages, availability of Federal, State, institutional and private aid, and perceptions of the value of obtaining further education.
- **The achievement gap** persists between underrepresented students and all other students and requires sustained focus on the part of Maryland institutions. Although some institutions report progress in addressing persistence and completion of traditionally underrepresented students, gaps continue. Exploration of different metrics and continued focus on what is (and is not) working within institutions can aid in better understanding this complex problem.
- **Degree progression and completion** has flattened overall despite efforts to focus on students' progression through college. Completion varies by institution and there are promising practices being implemented that warrant further study and analysis.

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<sup>4</sup> Racial and ethnic percentages from Maryland Higher Education Commission, *2015 Data Book*

<sup>5</sup> 2007-2008 Pell grant recipient data from *Maryland Student Financial Support (2009)*, *2009 Data Book*, and latest figures (2012) from *Maryland Student Financial Support (2014)*.

<sup>6</sup> Western Interstate Commission for Higher Education, *Knocking at the College Door December 2012*.

## **Affordability**

The majority of institutions report that issues of affordability loom large for them and their students. Many two-year institutions cite decreasing enrollments as a chief driver of their concerns, as student tuition is a primary funding stream. For some institutions, factors influencing decreased enrollments include shrinking graduating classes at high schools in their service area and a reduction in early college enrollments. Many institutions cite improvements to the regional and state economy as an element affecting total headcount, with citizens seeking and obtaining work in lieu of enrolling in higher education.

Both two- and four-year institutions report demands for financial aid to be of concern. Between 2011 and 2013 the number of financial aid recipients at Maryland's public institutions increased by 2.7 percent (from 175,224 to 179,970) and overall aid awarded rose 2.5 percent (from \$1.328 billion to \$1.361 billion), and yet the average aid award stagnated at the two-year institutions (only rising .4 percent from 2011 to 2013) and decreased at the public four-year institutions (decreasing .7 percent). These short-term trends mirror patterns over the past five years; according to the Office of Student Financial Assistance financial aid applications for Maryland students increased approximately 63 percent from 2009 to 2014, rising from 109,314 requests to almost 172,000.

So, while enrollments decreased, the demand for aid increased and the per-student financial aid award shrank. Coupled with the increases in tuition and fees, prices outpaced financial aid, shifting more of the burden for paying for college to students and their families.

Maryland's institutions have employed a number of strategies aimed at addressing affordability. Some Maryland colleges and universities increased tuition and the overall cost of attendance in response to the change in State support and decreases in enrollments. Institutions implemented cost-containment efforts through such actions as hiring adjuncts and tightening spending on facilities and additional resources (e.g. library holdings, IT upgrades). Institutions formed collaborative partnerships, sharing resources (e.g., facilities, IT tools) in an effort to increase efficiency and reach more students. Some state institutions also sought additional support through private contributions and federal grants, providing short-term relief and reducing the need to burden students and families with rising prices.

Issues of affordability arise within a larger context. Maryland, like many states, is steeped in a larger conversation about the public and private benefits of higher education. Under the previous governor, lawmakers enacted a plan of tuition freezes and increased funding. These efforts had a significant impact on the costs of education in Maryland, as discussed in the 2013 PAR, making Maryland more affordable relative to other states.

In spite of State efforts to stabilize Maryland's college costs, students and families will find it increasingly difficult to pay for college should the current circumstances – rising prices, decreasing State support, and limited access to financial aid – continue. If these trends persist, Maryland is in danger of losing the valuable ground it gained in the arena of college affordability.

Therefore it is paramount to keep issues of affordability the focus of the Commission and the state's institutions. The Performance Accountability Report can serve as a means by which colleges and universities work with the Commission to find new ways to assess aspects of college affordability. To that end, future editions of the PAR might serve as a means to explore such questions as:

- Are there new financial aid policies that could be implemented within the state to address specific student population needs? How might targeting aid to specific populations (e.g., transfer students, adult students, or first generation students) or at crucial times of year (aid for summer enrollment, winter term) help with persistence and completion?
- How can we better understand the factors outside the control of the institutions that affect affordability? What larger forces are at play that inform rising college costs and diminishing State support? From this foundation, effective State and institutional policy can be implemented.

### **Achievement Gap**

The achievement gap – disparities in educational outcomes for historically underrepresented populations – is an ongoing concern for Maryland's public institutions. The colleges and universities report on a number of benchmarks aimed at measuring their progress at closing the persistent gaps that exist between minority students (primarily African American and Hispanic students) and all other students; these measures include first-year persistence rates and graduation rates of minority students.

The colleges and universities' Performance Accountability Report submissions reflect the myriad strategies and programs the institutions are implementing in an effort to increase the persistence and graduation rates of minority students. Many are leveraging student data in new ways, and these methods show some promise; institutions have used "big data" analytics to identify risk factors in students and to inform advising and course selection. Others are using student data to track their students throughout the term, intervening with those who have low grades or have missed classes. Lastly, a number of institutions have implemented intrusive advising, whereby academic and faculty advisors proactively contact students via email, texting, and social media in an effort to sustain communication with them and offer support and intervention if needed.

In addition to using data, institutions are tapping State and federal resources to address the achievement gap. Many use the federal TRIO programs, namely the Student Support Services program, which distributes grants supporting efforts to increase retention. Other colleges and universities report using MHEC grants such as the Maryland College Access Challenge Grant (MCAGC) to implement new programs targeting underrepresented populations to increase their persistence and completion rates.

Despite institutions' reported efforts, the gaps in achievement persist. This raises the question as to the effectiveness of the institutions' endeavors and what new strategies or modifications should be implemented to affect change. One area of concern, which was raised in last year's PAR, is that institutions cite strategies designed to assist all students, rather than targeted initiatives aimed specifically at vulnerable populations. It is understandable to assume that efforts aimed at helping all students (e.g., advising services, mentoring, orientation programs)



would, as a result, also aid at-risk populations, but the persistent gaps in retention and graduation rates among populations at many institutions warrant exploration of directed interventions.

Indeed, there is evidence within this year's PAR that institutions are increasing efforts to target traditionally underserved student populations. Some colleges and universities cite programs aimed at specific groups such as African American men or first-generation students with promising results emerging from their focused efforts.

As institutions develop and implement these programs and interventions, it is apparent that a culture of evaluation and assessment needs to be strengthened. By embarking on a process whereby questions such as "does the program meet its intended goals and objectives?" and "how does the program affect its participants?" are asked, institutions go beyond executing programs and hoping students' needs are met. Those institutions that have created an evaluation mechanism for their interventions can be at a distinct advantage when determining the effects of a program and the costs and benefits of continuing it, altering it or ending it.

Both of these areas of concern would gain from a more effective means of sharing best practices among the colleges and universities. Successful initiatives do exist at a number of institutions but the ability for the successes and lessons learned to be translated to other campuses and other populations is a needed next step.

The achievement gaps occurring at Maryland's public institutions reflect a larger national issue that is considered one of the "most urgent and intractable problems in higher education" (Bensimon, 2005).<sup>7</sup> Nationally, African American and Hispanic students enroll in, persist through, transfer, and graduate with a degree or certificate at lower rates than their white peers.

Newer to the public discourse is the notion of the economic achievement gap between wealthy students and their lower-income peers. Socioeconomic status of parents has always been one of the strongest predictors of a child's educational attainment and academic achievement, and education – particularly higher education – has been seen as a potential "equalizer," serving as a means of social and economic mobility for low-income students. Yet, higher education outcome gaps exist with low-income students attending, persisting, transferring and graduating from a two- or four-year institution at lower rates than their peers.

In Maryland, overall first-year retention and six-year graduation rates for all students attending four-year public institutions were 82.8 percent and 63.8 percent respectively in 2013.<sup>8</sup> These rates differ for African American and low-income students, with lower rates for these populations in both measures. Figures 1 and 2 (following pages) show first-year retention and six-year graduation trends for white, African American and low-income students over the past several years. Comparing trends between white and African American students can shed light on racial disparities in college outcomes; showing trends for low-income students (of all races and

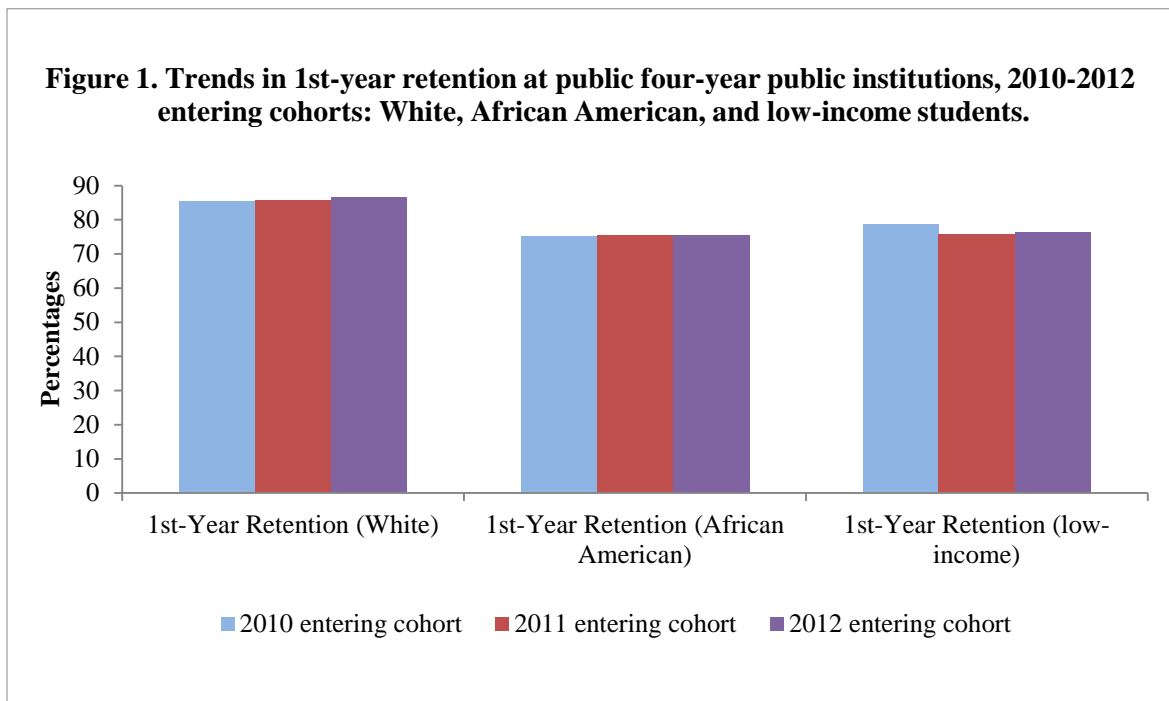
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<sup>7</sup> Bensimon, E. M. (2005a). Closing the achievement gap in higher education: An organizational learning perspective. In A. Kezar (Ed.), *What campuses need to know about organizational learning and the learning organization* (Vol. 131, pp. 99–111). San Francisco: Jossey-Bass.

<sup>8</sup> Graduation rates are six-year rates for the 2007 cohort of first-time, full time undergraduates and retention rates provide the percentage of the 2012 first-time, full time undergraduate cohort that returned for the second year.

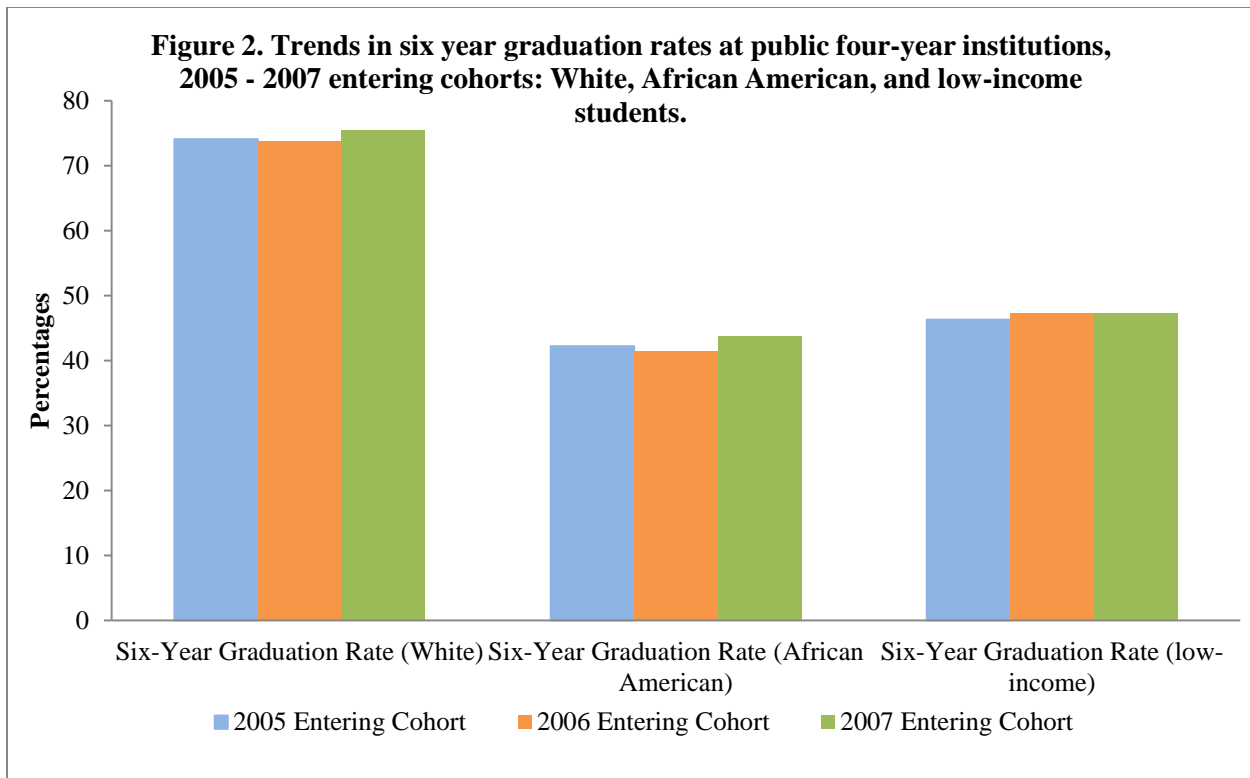
ethnicities) allows for greater scrutiny of another student population that historically has faced great hurdles in college retention and completion. In doing so, there is a risk of duplication of counts, as white, African American and other students of all races and ethnicities can also be low-income.

Notable are the differences in the retention rates (Figure 1) for white students, which are higher than the overall “all students” figures discussed above. In comparison, white students’ retention rates are approximately 10 percentage points higher than the retention rates for African American students and low-income students. This trend has been consistent over the past several years.



Source: 2014 Retention, Graduation and Transfer Rates at Maryland Community Colleges and 2013, 2014 and 2015 Data Books  
 Note: Data includes first-time, full-time freshman only; low-income is defined as Pell eligible (at time of entry). Duplication in counting is likely, as low-income students are of all races and ethnicities.

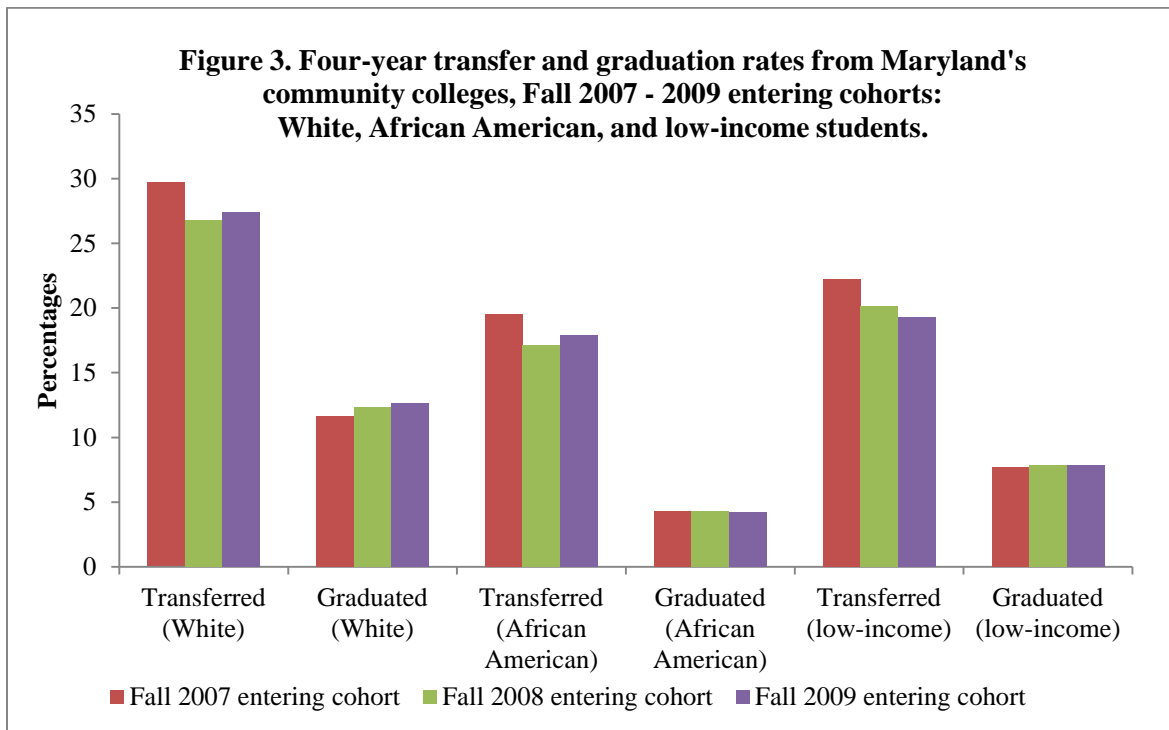
More striking is the drop off in graduation rates for both African American and low-income students as compared to white students (Figure 2). Six-year graduation rates for white students has hovered around 30 percentage points higher than African American students over the past few years. These differences are mirrored when comparing white students and low-income students as well.



Source: 2014 Retention, Graduation and Transfer Rates at Maryland Community Colleges and 2013, 2014 and 2015 Data Books  
 Note: Low-income is defined as Pell eligible (at time of entry). Duplication in counting is likely, as low-income students are of all races and ethnicities.

It is worth noting that these rates mask some institutional trends. Several of Maryland’s public four-year institutions are graduating approximately 60 to 80 percent of their low-income and African American students. Analysis of trends reveal that the success of these institutions may stem from such factors as the small size of their overall student enrollment (thereby allowing a more “hands on” approach to interventions) and the resources they have to bear in retaining “at-risk” students. Those institutions with higher retention and graduation rates overall have higher SAT scores for their incoming freshmen. To the extent that SAT scores can be used as a proxy for academic preparation, these institutions are enrolling a greater number of students who are better prepared for college.

In 2013, overall four-year transfer and completion rates for Maryland’s public community college students were 24.3 percent and 9.4 percent respectively. These rates have fluctuated several percentage points up and down the past few years. As Figure 3 reveals, white students have higher rates of transfer and graduation than African American and the “all students” figures cited above. Low-income students’ transfer and completion rates, mirror those of African American students, hovering well below the rates for white students. Institutional differences emerge here, as well, with some community colleges graduating over ten percent of their African American students and over 20 percent of their low-income students. Reasons for these differences may be tied to resources devoted to transfer and graduation (student services and financial aid), the makeup of their enrollments (size, percentages of minority and low-income students overall), and student-level characteristics such as academic preparation and educational attainment goals.



Source: 2014 Retention, Graduation and Transfer Rates at Maryland Community Colleges and 2013, 2014 and 2015 Data Books  
 Note: Data includes first-time, full-time freshman only; low-income is defined as Pell eligible (at time of entry). Duplication in counting is likely, as low-income students are of all races and ethnicities.

The inequities of the achievement gap and the subsequent differences in retention and completion rates by race and income level reflect inequalities in the larger society and require the continued focus of policy makers, researchers, and practitioners. In addition, these data reveal the need to understand further how factors such as family income might play a role in persistence and how differences in rates among students might be explained by issues of poverty.

Future editions of Performance Accountability Reports can provide an opportunity to explore a more nuanced understanding of the achievement gaps among student populations and help answer questions such as:

- What can be learned from those students who are successful at persistence and completion? What academic factors and personal characteristics may have contributed to their success?
- What are the retention and graduation rates of the institutions' low-income students (as defined as Pell eligible)? How are do they differ from the rates of other underrepresented students such as African American or Hispanic students?

### **Degree progress and completion**

Success rates for Maryland's community colleges and public four-year institutions differ from each other for the 2013 academic year. For Maryland's community colleges the overall four-year success rate – including students who graduated, transferred, or were still enrolled – declined for the fall 2009 entering cohort. The overall success rate for the entering cohort of fall

2009 was 45.3 percent, 1.3 percentage points lower than the Fall 2008 entering cohort and down 3.4 percentage points from the Fall 2007 high of 48.7 percent.<sup>9</sup>

For Maryland's public four-year colleges and universities, the six-year graduation rates for first-time, full-time students rose from 61.6 percent for the 2006 cohort to 63.8 percent for the 2007 cohort. This is the first increase after three years of decreases. Seven of the 11 four-year public institutions saw increases in graduation rates, with several increasing by record amounts. First-year retention rates for 2013 mirror this trend, with the public four-year institutions seeing a slight increase in retention (82.8 percent for the 2012 cohort versus 82.5 percent for the 2011 cohort).<sup>10</sup>

Maryland's public institutions report on efforts underway to meet or exceed their transfer and completion rates and cite a number of factors that may hinder student progress. Those institutions that administer surveys to non-returning students report that such factors as job demands, financial constraints, and personal issues force students to leave before completing their education goals. A number of institutions report anecdotal evidence that financial aid – or lack thereof – is a primary driver of student departure.

Despite the challenges institutions face in fulfilling their completion goals, they report a number of endeavors aimed at addressing these issues and making improvements. Many have implemented course redesigns, focusing on courses that serve as a hindrance to academic progress for students (typically high-volume, low-pass-rate courses). Instructional delivery methods, course content, teacher support, and reading materials were assessed and adjusted in an effort to achieve improved learning outcomes and to contain costs. Promising results are emerging from these efforts, with evaluations showing increased term-to-term retention for students who successfully completed the redesigned courses.

A number of institutions report developing, or strengthening existing, programs and support services to address students' needs and improve learning. Some institutions have strengthened their tutoring services, often enhancing them with peer tutors whose age and experience can help to build trust. Others have created summer bridge programs to provide students with a head start to college through courses and mentoring. Almost all institutions report relying on social media to remind and educate students regularly about services and workshops in the hope of intervening *before* students face a crisis or hurdle that requires them to stop out or drop out of school.

Another area of focus is remedial education, which is an important factor contributing to student progression and completion. Analysis of remedial education in the state of Maryland shows that it works; students who successfully complete their remedial coursework persist to completion at rates equal to or better than their peers who are assessed not to need remediation. And yet, students' progress through remedial education is most effective when they move efficiently

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<sup>9</sup> Maryland Higher Education Commission, *2014 Retention, Graduation, and Transfer Rates at Maryland Community Colleges*.

<sup>10</sup> Maryland Higher Education Commission, *2014 Retention and Graduation Rates at Maryland Four-Year Institutions*.

through any required sequence of courses; the longer students take to complete their remedial coursework, the greater risk they are of departing before they meet their educational goals.

Recognizing that efficient and effective passage through remedial courses is integral to students' progress, institutions have been modifying remedial education and the means of identifying student placements. Some institutions have implemented accelerated courses for remedial English and math, wherein course content that might have, in the past, taken two semesters is redesigned so the courses can be completed in one, semester-long course. Redesign might include combining traditional classroom instruction with online content or accelerating the pace of instruction with required tutoring groups as a supplement outside of class time. Other institutions have explored additional means by which to identify and place students beyond the standard Accuplacer test; these include high school grades, SAT scores or Advanced Placement test scores. While these additional placement measures are less useful for students who have never taken any standardized tests or have been out of high school for a long time, the use of different measures speaks to the ways in which Maryland's public colleges and universities are exploring multiple means to meet their institutional goals and evaluate students' needs.

Lastly, institutions acknowledge in their Performance Accountability Reports the inherent tension between rising college prices and student persistence and completion, as was discussed in the previous section. To that end, institutions report committing fundraising staff and resources to establish and fund need-based scholarships to complement the aid coming from the State and the federal government.

Maryland's colleges and universities are to be lauded for their efforts at trying to help the state meet its ambitious college completion goal. That said, more must be done to "move the needle" when it comes to retention and graduation if Maryland is to meet this goal. As was discussed earlier, one means by which to address issues of college completion is to support more formally a system by which institutions can better assess and measure the effectiveness of their efforts. Using college completion rates as the only metric of success does not account for the many important intermediate steps a student takes toward meeting his or her academic goals.

The Maryland Higher Education Commission has recently expanded its data collections, and one of the intentions is to use additional data to conduct research to identify issues that influence progression and completion. Institution-level research and data could play a pivotal role in unpacking the factors that affect college completion for their students. To that end, some suggested research questions might include:

- What "gateway" courses (in what disciplines and what institutions) help or hinder students' academic progress (term-to-term, year-to-year)?
- For campuses that have implemented accelerated remedial courses, what are the intermediary effects of such changes? How do students who completed an accelerated remedial course compare to those who took traditional remedial courses in the same subject (controlling for student differences)?
- Is it possible to differentiate between different patterns of progression and their relative numbers? For instance, how many students fail to graduate because of academic performance, and how many because they withdraw from college? Do those who

withdraw gradually reduce their number of attempted credits over time, or do they stop suddenly? What is the likelihood that a withdrawn student will return to their studies, and how quickly do they do so? Can these patterns be associated with different student characteristics? While the Commission will be conducting analyses on the statewide level, these must be complemented by similar studies at the institutional level.

## **Conclusion**

This report provides a summary of the performance accountability measures used by the state's public higher education institutions and an analysis of institutional activities. The issues identified and explored in this year's and last year's reports – issues of affordability, gaps in achievement among student populations and slow and inconsistent improvement in degree progress and completion – are complex and interrelated. As such, they require sustained attention and ongoing discourse. By their nature, these issues are less likely to be solved by simple, efficient, and short-term actions and may demand a greater allocation of strategic resources (e.g. funds, staffing, and infrastructure) to help address them.

In the coming year, the Commission will reach out to institutional representatives to explore future indicators that can describe and improve performance in identified areas and begin to ask institutions to address these issues in the 2015 edition of the PAR. This will allow the PAR to serve the people of Maryland by ensuring that their public colleges and universities are continuing to foster personal, educational, and economic growth while addressing significant state needs.

**RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2014 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.**





## ALLEGANY COLLEGE OF MARYLAND

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

**Commission Assessment:** Although the College has maintained or increased its market share of other populations, its share of area first-time full-time freshmen decreased from 67.6% in Fall 2009 to 53.6% in Fall 2012. Please discuss the factors underlying this decline and any steps that the College has taken or intends to take to improve performance and reach the benchmark.

**Institution Response:** The Commission requested an explanation from the College regarding two indicators. The first is indicator 10, the Market share of first-time, full-time freshmen. This indicator had decreased from 67.6% in 2009 to 53.6% in 2012. For the current report, the number has rebounded to 61.4%. The variations in this indicator are the product of several factors. These include a comparatively smaller cohort than other areas, a shift in these students towards Frostburg State University, and a decline in the size of this group attending higher education. Despite these factors, the College has been working more closely with the regional high schools to increase awareness of the benefits offered by community college and higher education in general and Allegany College of Maryland specifically.

*High school student enrollment (Indicator 14).*

**Commission Assessment:** There were notable decreases in high school student enrollment between Fall 2009 (845 students) and Fall 2012 (605 students). Please discuss the factors underlying this decline and the role that the dual enrollment provisions under SB 740 may play in increasing the College's high school student enrollment moving forward.

**Institution Response:** Allegany College of Maryland has seen a decrease of high school student enrollments (indicator 14) from fall 2009 to fall 2013 (845 to 464). Most of this decrease has been experienced in high schools located external to Maryland, meaning SB740 will be unlikely to reverse the decline in Pennsylvania area schools. It is, however, anticipated that enrollments at Allegany County high schools will increase as a result of SB740 as well as a more cohesive partnership between the schools and the College. Preliminary data from fall 2014 indicate that overall early college enrollments will increase generally and within Allegany County specifically.

## ANNE ARUNDEL COMMUNITY COLLEGE

*Annual enrollment in online courses (Indicator 13a, 13b).*

**Commission Assessment:** The College has demonstrated substantial growth on this indicator over the past several years, in both credit and continuing education courses, and has exceeded its benchmark goals. Please discuss the factors underlying these increases and whether the College expects these trends to continue in the future.

**Institution Response:** Anne Arundel Community College (AACC) has demonstrated substantial growth in enrollment in online credit and continuing education courses and has exceeded its benchmark goals. The increase is due in part to AACC's commitment to providing learners with access to high quality curricula so that they can achieve their academic, professional, and personal enrichment goals "anywhere, anytime, and any place." AACC has demonstrated a commitment to excellence in eLearning through the establishment of a Virtual Campus to sustain a strong infrastructure to support eLearning initiatives, with a focus on course design, faculty support, and integrated services and support for eLearners.

The Virtual Campus, under the direction of the Associate Vice President for Learning Advancement and the Virtual Campus, is responsible for overseeing operations for the credit distance education program. Tasks of the Virtual Campus include: enrollment management, strategic planning, administering the daily activities of the Virtual Campus, conveying information to students and faculty, establishing the operational timeline, maintaining and administering the learning management system (LMS), developing custom applications and supporting the content for the LMS, and providing instructional design support to faculty teaching online and web-enhanced courses, coordinating with Information Services for account and course provisioning and other LMS related issues, maintaining the web server that houses instructional content, developing instructional materials for online and face to face training, and conducting faculty development and training. Distance education courses offered through the School of Continuing Education and Workforce Solutions, for noncredit, use a number of online partners to provide a broad array of high quality learning experiences. The college has entered into contractual agreements with 18 online vendors and shares online courses with three other colleges through Maryland Online to bring value-added dimensions to the instructional experience for students and business clients and to keep pace with the rapidly changing technologies, industry certifications, and workforce needs. The methods of instruction include asynchronous, synchronous, audio and video conferencing, hybrid, self-paced, coaching, and mentored learning.

Distance education courses are subject to the same rigor and standards as those offered face-to-face. Online courses that are required for the completion of a fully online degree are scheduled to ensure that a student may complete the program in a two-year time frame. The implementation of Quality Matters™ (QM, <http://www.qmprogram.org>) at AACC is one component of a comprehensive quality assurance plan that articulates expectations of student learning and effectiveness. AACC is committed to using the QM standards as a foundation for the design of new credit and noncredit online and hybrid courses. The standards assure that the online components of these courses promote learner engagement and provide students with all the tools

and information they need to be successful learners. All new online and hybrid courses are reviewed internally using QM Standards the first semester they are delivered. In addition, all highly enrolled online and hybrid courses (and courses in degrees that are offered fully online) are reviewed to verify that the courses meet QM expectations.

The college established an Academy of Excellence to support full-time faculty and adjunct faculty who develop and teach distance education courses. The Academy of Excellence brings together faculty from multiple disciplines to serve as faculty mentors. The Academy of Excellence ensures the development and mentoring of faculty; safeguards the commitment to the QM review process; and guides course development and delivery. A full-time faculty member serves as Academy of Excellence coordinator and receives release time for this work. Fourteen faculty members serve as mentors each year; these individuals develop and conduct training, work with faculty to develop eLearning courses, mentor first-time online instructors, participate in course peer reviews, and serve as liaisons to the Associate Vice President of Learning Advancement and the Virtual Campus. All first-time faculty assigned to teach an online or hybrid course must participate in the Academy of Excellence mentoring program. Furthermore, faculty are required to complete training prior to teaching or developing an online or hybrid course.

A number of initiatives are in place to help students succeed in the online environment, including a first-semester experience for first online learners. The SmarterMeasure™ readiness assessment indicator is designed to help students make an informed decision about whether online courses are a good fit. Students who take the assessment receive immediate feedback outlining their strengths and potential weaknesses in taking eLearning courses; and their scores are uploaded into the student information system. This record is available to advisors to help them guide students in their academic plan. First-time online students are automatically “enrolled” in an online orientation course upon registering for their first online class. All students with courses in Canvas, AACC’s Learning Management System (LMS), have access to the online orientation. This orientation introduces students to the tools and features of the LMS and offers best practices for student success in the e-learning environment. First-time online students are also placed on a communication track and receive “just-in-time” weekly emails with information on subjects such as time management, test taking strategies, online student services, etc. In efforts to continually expand services in support of eLearners, AACC created a Virtual Writing Center (<http://www.aacc.edu/writingcenter/vwc.cfm>) to offer the same high quality tutoring experience to eLearners; due to the success of this service, the Virtual Writing Center is now open to all enrolled AACC students.

AACC is strategically exploring opportunities to increase distance education options in support of the college’s continued commitment to access and success; however, the trend in growth in enrollment in distance education is not expected to be continue in the near future. AACC is experiencing a decrease in overall student enrollment, including enrollment in online courses. The fall 2014 official headcount in online credit enrollment (compared to the fall 2013 official headcount in online credit enrollment) shows a 4% decline. In FY2014, 51.8% of all students enrolled in at least one distance education course; during the same reporting period, the average number of distance education credit courses taken by students was 2.16 indicating that AACC students are enrolling in both traditional and distance education credit courses (PRIA, Fiscal

Year Enrollment & FTE Report, FY2009-2014, issued September 2014). Nationally, according to a report released by the Online Learning Consortium (formerly the Sloan Consortium), the number of students taking at least one online course continues to grow; however, the 2013 enrollment rate was the lowest in a decade (Allen & Seaman, 2014. *Grade Change: Tracking Online Education in the United States, 2013*).

## BALTIMORE CITY COMMUNITY COLLEGE

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

*Successful-persister rate after four years (Indicator 5).*

*Graduation-transfer rate after four years (Indicator 6).*

**Commission Assessment:** The College is commended on overall increases in performance in both its successful-persister rate and graduation-transfer rate over the past four student cohorts (Fall 2005 to Fall 2008). However, the College experienced a substantial decline in fall-to-fall retention for both developmental and college ready students in the Fall 2011 student cohort, relative to past performance. Please explain any factors contributing to this sharp decrease and any steps the College has taken or intends to take to improve performance and reach the benchmark.

**Institution Response:** BCCC's fall-to-fall retention rates increased with the fall 2012 cohort for both developmental and college-ready students (Indicators 3a and 3b). It should be noted, however, that the number of college-ready students in the cohort is less than fifty students. The increase in the rates for developmental students is largely due to increasing passing rates in the redesigned developmental courses, as described earlier. Passing rates in RENG 80 increased by over 7 percent from FY 2013 to FY 2014 and by over 4 percent in RENG 81. MAT 80 saw a 3 percent increase in passing rates over the same time period.

BCCC's overall successful-persister rate for all students in the fall 2009 cohort fell to 51.3 percent (Indicator 5d). Developmental completers had a high successful-persister rate, at 72.6 percent, but the rate declined from the fall 2008 cohort (Indicator 5b). The College has continued utilizing its Performance Alert Intervention System (PAIS), a web-based referral system for faculty to systematically report student progress and issue alerts to the Student Success Center regarding students who are struggling academically. PAIS provides an opportunity for the advisors to work with the faculty to intervene, help students plan for success, and help students obtain support services such as tutoring or counseling. Through the Milestones program discussed earlier, BCCC expects more students to stay on course toward graduation/completion by taking only courses related to their academic program. The "Passport to Completion" Mentoring Program pairs students with faculty and staff mentors to help solve and avoid problems as students explore and prepare for their transfer options. Student Support and Wellness Services was added in fall 2012 to support students' mental wellness and academic success through individual and group counseling; workshops; classroom presentations; mental health symposiums; and faculty and staff consultations. Student consultations grew in number from 135 in FY 2013 to 476 in FY 2014; therefore, a part-time counselor was added in fall 2014.

The four-year graduation-transfer rates for college-ready students and developmental completers both increased for the fall 2009 cohort, while the rate for developmental non-completers fell to 29.5 percent. The overall four-year graduation-transfer rate remained relatively stable at 35.5 percent (Indicators 6a, 6b, 6c, and 6d). A search for a full-time transfer coordinator is underway. The School of Allied Health and Nursing has developed a number of strategies to address student

retention and graduation: a search is underway for a Retention Specialist to design, implement, and monitor retention activities and two part-time On-Campus Clinical Instructors were hired.

## CARROLL COMMUNITY COLLEGE

*Annual enrollment in online courses (Indicator 13a).*

**Commission Assessment:** The College has demonstrated substantial growth in enrollment in credit-bearing online courses over the past several years, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

**Institution Response:** At Carroll Community College, enrollment increases over the past 10 years in distance learning and hybrid sections has been significant. Online enrollment from fall 2004 to fall 2013 has increased 161 percent, reaching an all-time high of 1,569. Three-fourths of these enrollments were in exclusively online courses. Overall enrollment in all distance education was up 151 percent for the same time period. Hybrid courses, with both online and on-campus student participation, increased by 482 percent to reach a record high of 373 enrollments.

Overall, over an eighth (13.9 percent) of all course enrollments in fall 2013 were in distance and hybrid courses. In a time of overall enrollment declines, these data point to a marked increased demand by Carroll County residents for flexible online learning options.

Carroll has built a support structure through the Distance Learning Office that provides student and faculty support for course development, Learning Management System technical instruction, assessment, and course delivery.

With the recent approval of a fully online A.A. degree in Arts and Sciences by the Maryland Higher Education Commission, the college is looking to further growth in enrollments in distance learning. Nationally, growth trends in distance learning are well documented and Carroll fully expects to continue experiencing this growth in distance learning as well.

*Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31).*

**Commission Assessment:** Despite decreases in headcounts and enrollments in continuing professional education between FY 2009 and FY 2012, the College has established benchmarks calling for significant increases by FY 2015. Please discuss the College's strategies in this area.

**Institution Response:** During FY2010 and FY2011 enrollments and headcounts increased and appeared to be on track to meet benchmarks. Two unanticipated factors caused declines in enrollments and headcount after FY2011. A large law enforcement training contract ended, resulting in a decline of 744 enrollments and 163 individuals in FY2012. CPR enrollments decreased 300 in FY2011 and FY2012, and 130 in FY2013. Despite the addition of new and expanding licensure and certification course offerings, the losses from these two programs could not be recovered. The benchmarks were not revised to reflect these declines.

Several strategies to increase enrollments and headcount in this area have been implemented. New information technology certifications in Health Information Technology and Cyber Security

were introduced and marketed to those currently working in the field and to local businesses. The college implemented and expanded Medical Assistant training, preparing individuals for national certification; program consists of 18 courses and is now being offered 2-3 times per year, with an average class size of 13 students. Targeted marketing campaigns to area businesses for both CPR renewals and OSHA required training were conducted, to help address declining enrollments in these areas. In FY2014 Continuing Education and Training realigned duties of an existing staff member to serve as a Retention Counselor for students in workforce courses and training programs. Upfront guidance and ongoing support are provided to students to facilitate successful completion of career training programs, many of which prepare individuals for licensure or certification, such as Medical Assistant, Certified Nursing Assistant, Phlebotomy Technician, Pharmacy Technician and Computer Support Specialist.



## CECIL COLLEGE

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

**Commission Assessment:** The College is commended on overall increases in performance in both its successful-persister rate and graduation-transfer rate over the past four student cohorts (Fall 2005 to Fall 2008). The College has established benchmarks calling for significant additional increases in these rates for the Fall 2011 student cohort. Please discuss the College's strategies in these areas.

**Institution Response:** The college is making a major effort to review retention practices in order to develop and expand strategies that will improve persistence rates. Based on these reviews it was determined that stronger, in-person, interventions were required when students were identified as having attendance problems within the first three weeks of the semester. Efforts were made to strengthen retention strategies to assist students (i.e. increase attendance at study skills workshops, require students with attendance problems to meet with advisors, and increase faculty participation in the academic monitoring system that identifies students with attendance problems). The College has established new advising systems, whereby students are contacted at several points each semester to determine their academic progress. Assistance is provided to students through tutoring, academic workshops, and general assistance in resolving academic issues.

The graduation-transfer rate after four years for the fall 2009 cohort, as compared to fall 2006 cohort, grew by 5.7 percent for all students in the cohort (indicator 6d), and by 8.0 percent for developmental completer students (indicator 6b). These increases are despite a decline of 2.0 percent for college-ready students (indicator 6a), and of 1.0 percent for developmental non-completer students (indicator 6c.). These important achievements are a direct result of the college's efforts to achieve its Strategic Initiatives number 1, Shift to an emphasis on student COMPLETION to remove potential institutional barriers towards completion.

In order to achieve the benchmarks for increasing completion rates, Cecil College has placed special emphasis on first time students and is encouraging them to enroll in their math and English courses early on. Both math and English courses are prerequisites for a majority of the general education courses. Hence, if a student has not completed them, they cannot move forward to degree or certificate completion. To date, we have seen modest increases in the number of students (2001 and 2012 cohorts) who have successfully completed college level math courses and English courses.

Cecil College recently began a number of new classroom instruction initiatives to improve student persistence and completion. These include: (1) blended, college-level English classes made up of ½ DevEd students and ½ college-level students; (2) an experiment that provides both a full-time instructor and one adjunct faculty member serving as tutor to support college-level English classes; (3) developmental math courses that follow the Emporium Model, but have one instructor and two peer tutors embedded in each of the Developmental Math courses. This

provides an instructor or tutor for students at each level of the class; and (4) appointing a student advocate who's primary focus is to assist students in overcoming barriers to completion. The results of these pilots coupled with an increase in intrusive advising and intrusive teaching, have already shown that the students are persisting at a higher rate and are achieving better grades than the control groups of students in standard classes. Given these results we plan to continue our experimental classes into the foreseeable future.

*Annual enrollment in online courses (Indicator 13a).*

**Commission Assessment:** The College has demonstrated substantial growth in enrollment in credit-bearing online courses over the past several years and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

**Institution Response:** Expanding the College's capacity to more conveniently deliver programs to the region is mission critical and broadens the institution's ability to promote access. The need for online learning at Cecil College is clear. Distance education enables Cecil College to offer more high demand courses, specifically those that must be taken sequentially in order to assist students to graduate in a timely manner. Many students struggle with exigencies arising from work, family, childcare, and travel issues that may be barriers to a college education. Each semester there is an increasing number of Cecil students who enroll in distance education courses. The College is increasing the volume and variety of distance education offerings while assessing the content and quality of offerings and providing support for student success. Further, the expansion of credit programs through distance education is central to embracing access as described in the College's mission.

Since 2010, the college has developed certificate programs in Government Contracting, Supply Chain Management, Government Logistics and Transportation Management that can be completed entirely online. Of particular note is our Government Contracting certificate program which has drawn students from twelve other states and the Commonwealth of Puerto Rico. Currently, we also offer 8 certificate programs wherein 50% or more of the certificate requirements can be met by taking distance learning courses. These certificate programs include: Commercial Transportation, Government Contracting, Government Logistics, Management, Materials Management, Public Relations, Supply Chain Management, and Transportation Management.

Additionally, Cecil College has made a concentrated effort to expand its online degree program offerings. Currently, we offer 11 degree programs wherein 50% or more of the degree requirements can be met by taking distance learning courses. These degree programs include: Business Administration Transfer, Accounting, Human Resources, Government Contracting, Government Logistics, General Studies, Leadership and Management, Management, Materials Management, Paralegal Studies, Psychology, and Transportation Management. Cecil College remains focused on expanding its online course, certificate and degree offerings. Currently, we have a number of hybrid courses that we are targeting for conversion to online courses.

## CHESAPEAKE COLLEGE

*Enrollment in continuing education workforce development courses (Indicator 30).*

*Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31).*

*Enrollment in contract training courses (Indicator 33).*

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

**Institution Response:** The same effects that the business cycle has on credit enrollment apply to workforce enrollment at Chesapeake. When the economy worsens, enrollment grows and when it improves, enrollment shrinks. Course enrollments for the three cited workforce related measures peaked in FY2009 during the end of the "Great Recession." In the next three years during the economic recovery, enrollments plummeted: workforce development by 46%, continuing professional education by 31%, and contract training by 50%.

In FY2013, the Continuing Education and Workforce Training (CEWT) division transitioned to new leadership that has already had positive results. In FY2014 (not shown in the accountability indicators section), enrollments in workforce development courses increased by 13% and by 15% in continuing professional education classes. The number of business organizations provided training and services under contract increased in FY2014 as did the unduplicated headcount, but the total course enrollments continued to decline. Contract training is especially appealing to large businesses that can afford to pay for and fill an entire course section. Yet, the number of large organizations in Chesapeake College's service region is limited – as of 2012 only 61 establishments had 100 or more employees. CEWT analyses indicate that businesses favor sending employees to open workforce development classes rather than incur the higher monetary and personnel costs associated with contract training. Nevertheless, employer satisfaction with contract training in consistently remains exceptionally high at 96+%.

One of CEWT's objectives is to emerge as a leader for workforce training in the local region and become the engine for economic development. The College continually monitors the environment to ensure responsive programming and address critical workforce needs. CEWT staff has established a close relationship with all five Economic Development directors, the county Chambers of Commerce, the regional staff for the Department of Labor, Licensing and Regulation, and the two local regional councils. The College will continue to gather feedback from these constituencies to assess and identify regional needs for workforce development that can be satisfied through the College's efforts. Another ongoing focus will be engage individual local companies and organizations to determine the unique needs of their individual businesses. In addition, the College will continue to work closely with the Workforce Investment Board to serve recently laid-off workers to help update skills and equip them to find other employment.

During FY2014, the College launched credit and continuing education workforce training programs at local technology/vocational high school facilities, as well as other off-campus locations throughout the college's service region, to make training and education more accessible

and further the goal of making the college the regional provider of choice for higher education and workforce training. CEWT regularly offers courses at four of the five local career and technology high schools – primarily Certified Nursing Assistant programs. Also, in FY2015, the College will offer an HVAC technician training program at a local high school. The plan is to engage all local high schools with Vo-Tech facilities to expand programming to meet market demand.

Another area of emphasis will be to develop increased visibility of workforce courses, programs and services through marketing and advertising and to develop targeted marketing materials focused on contract training. In response, the College is launching a television advertising campaign in early 2015 covering all five counties in the service region.

Therefore, in spite of the well-documented environmental forces that restrict workforce development initiatives in the service region, Chesapeake College strongly believes that its revitalized efforts to expand need-based workforce training will prove to be a highly successful contribution to the local economy.

## COLLEGE OF SOUTHERN MARYLAND

*Developmental completers after four years (Indicator 4).*

**Commission Assessment:** There have been declines in the College's developmental completer rate over the past two cohort years. Please describe the strategies that the College intends to follow to achieve the projected benchmark of 54% for the Fall 2011 cohort.

**Institution Response:** The college has seen a decline in the developmental completer rate over the last three years from 48.9% to 43.4%. The college has implemented strategies to increase the developmental completer rate and meet the 54.0% benchmark. The strategies include: (1) Redesign of developmental mathematics courses to reduce time to completion and expedite progress through educational pathways; (2) Developed a First-Year Experience course, which will assist students in becoming acclimated to the college experience and teach student success skills; (3) Implemented an academic alert system identifies students who are having academic difficulty; (4) Exploring ways to redesign developmental English to modularize the curriculum and accelerate the course; and (5) Developing different pathways for students to complete developmental mathematics depending on their major.

*Annual enrollment in online courses (Indicator 13a, 13b).*

**Commission Assessment:** The College has demonstrated substantial growth on this indicator over the past several years, in both credit and continuing education courses, and has exceeded its benchmark goals. Please discuss the factors underlying these increases and whether the College expects these trends to continue in the future.

**Institution Response:** Between FY 2010 and FY2013, the annual enrollment in online courses for credit and continuing education increased by 55.1% and 130.0%, respectively. At least one in four students take an online course and several have graduated from one of the 15 online degree programs at CSM. The college does expect sustainable increases in online enrollment. Growth in online learning allows CSM to remain accessible and relevant to the adult commuting population and to those students who work and have families.

## COMMUNITY COLLEGE OF BALTIMORE COUNTY

*Annual enrollment in online courses (Indicator 13a, 13b).*

**Commission Assessment:** The College has demonstrated substantial growth on this indicator over the past several years, in both credit and continuing education courses, and has exceeded its benchmark goals. Please discuss the factors underlying these increases and whether the College expects these trends to continue in the future.

Annual enrollment in online credit courses has increased more than 18% since FY 2010 and has been higher than the benchmark since FY 2011. Continuing Education online course enrollment has grown by 110% since FY 2010 and also has exceeded the benchmark since FY 2011.

As the number and variety of online courses increased it was clear to the college that important policy considerations, unique to online education, needed to be addressed. In 2000 the college established a Distance Learning Advisory Panel (DLAP) with a charge of addressing the unique needs of distance education. This faculty-centric group made numerous recommendations to college policy in areas including intellectual property rights, online teaching load, class size and office hours, as well as faculty training. DLAP continues to serve as a vehicle for implementing distance education policies.

The Distance Learning Advisory Board (DLAB), which was established in 2008, consists of a representation of deans, faculty and staff from the academic schools (both credit and non-credit), as well as administration from instructional technology. DLAB has been charged with identifying issues relating to distance learning at CCBC and providing recommendations as to how to best improve online course structure and delivery and how to best utilize the tools we have available in instructional technology to help achieve those goals. To date, DLAB has made numerous recommendations to the Vice-President of Instruction on distance learning initiatives. Some of these initiatives to date include: Online office hours for faculty teaching online; Incentives for faculty; Common course menu template for online courses in Blackboard; Course section size limitations for online courses; Online course evaluations and observations; and Online course catalog identifier.

The recent growth in online course enrollment that the college has experienced was driven by student demand. The college anticipates some additional growth, but at a slower pace than the last few years.

*High school student enrollment (Indicator 14).*

**Commission Assessment:** There were steady decreases in high school student enrollment between Fall 2009 (907 students) and Fall 2012 (781 students). Please discuss the factors underlying this decline and the role that the dual enrollment provisions under SB 740 may play in increasing the College's high school student enrollment moving forward.

The decrease noted above is accurate and the data for Fall 2013 shows a continued downward trend that began in Fall 2010. The decline is partly attributed to the public school system's

encouragement of students to complete high school Advanced Placement (AP) courses rather than college courses. However, with the passage of the College and Career Readiness and College Completion Act of 2013, the public schools are encouraging and promoting enrollments in college level courses. The Act has resulted in new commitments between CCBC and BCPS that encourage high school students to enroll and complete college level courses and includes financial incentives that make these courses more affordable.

CCBC has crafted a comprehensive Partnership with the Baltimore County Public Schools that includes a well-developed Early College Access program. This initiative provides opportunities for students to earn college credits while still in high school. Aspects of the Early College Access program include:

- The Parallel Enrollment Program (PEP), that provides high school sophomores, juniors and seniors the opportunity to begin their college education while attending high school at a reduced tuition cost (50%) for eligible students;
- The College 4 Free Program that is based on the passage of the College and Career Readiness and College Completion Act of 2013 and provides free tuition for BCPS students meeting the eligibility criteria. CCBC and BCPS signed a new MOU for this dual enrollment program and BCPS funds the tuition for four (4) CCBC courses towards students meeting the specific eligibility requirements.
- The Diploma to Degree Program (D2D) is a program designed for high school students to simultaneously earn their high school diploma from BCPS and an Associates of Arts degree in General Studies from CCBC. The first cohort of 18 students graduated in May 2014.

Through these programs the college anticipates large growth in the number of high school students taking and completing college level courses while still in high school. Preliminary reports from the Fall 2014 semester indicate large increases in the number of concurrently enrolled students and a growth rate above 40% from Fall 2013.

## FREDERICK COMMUNITY COLLEGE

*Enrollment in continuing education workforce development courses (Indicator 30).*

*Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31).*

*Enrollment in contract training courses (Indicator 33).*

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

**Institution Response:** Enrollment in workforce development programs will be impacted by an increase in management positions and curricular and program revisions. In order to stay current with workforce needs in the industries of Frederick County, workforce development programs will undergo review and suggestions for revisions. In addition, environmental scans of industry and employment gaps will identify areas of program development. Curricular changes that have been completed to increase program effectiveness and enrollment include adding clinical experiences to healthcare programs such as Pharmacy Technician, adding shorter term training program (accelerated scheduling) options for Phlebotomy, Welding, HVAC, and Electrical. In addition, a review of prerequisites and program requirements are underway to identify barriers to entry without impacting student preparedness and success in the classroom. Small Business, Management, and Information Technology courses have undergone preliminary review for effectiveness. Curricular changes, program revisions, and program development in areas of IT certification, leadership development and software skills enhancements are underway.

Programs in the workforce development area have embarked on finding areas of synergy with credit programming and increased partnerships with other community colleges to escalate programming options and enrollment. The number of co-listed courses in the continuing education schedule has increased to include Medical Assisting, Information Technology, and Business Management courses. Additionally, defined career pathways that include articulation from continuing education to credit instruction are being developed. Partnerships with Harford, Hagerstown, Howard Community Colleges and the College of Southern Maryland allows Frederick Community College to offer online and traditional courses in the workforce development areas of Information Technology, Child Care Certifications, Waste Water Management, and Business Management and Entrepreneurship.

Staffing changes within the department have been made in order to positively impact enrollment. In FY 15, professional licensure programming will benefit from the addition of a full-time manager to review, revise, and develop programming in line with industry needs. Customized Training and Contract Training will now be supported by a business development manager that will focus on regional outreach to expand the work done in this area. The College has taken an innovative approach to staffing this position. Currently, only 13% of community colleges nationwide have a compensation plan for business development that includes commission. In FY14, a comprehensive report was completed by the continuing and workforce development department that showed compensation plan impacts the ability to recruit and hire sales professional within this area. We expect that this new structure will expand the already positively



trend in enrollment seen in FY 15 to date. In the past year, contract training opportunities have included clients such as the Department of Social Services, Frederick County Manufacturing Partnership, City of Frederick, Music & Arts, and WLR Automotive Group and have exceeded the number of businesses served reported in FY 13. Much of the instruction that is facilitated focuses on software training and leadership development of incumbent workers. Longstanding and ongoing partnerships with regional partners for unemployed and underemployed also continue to thrive. The College works with Goodwill Industries and Frederick County Workforce Services (FCWS) to support skills development. Lastly, in concert with the goals of the FCWS, we have developed training to support regional workforce needs in areas of welding, CNA, and Bookkeeping.

## GARRETT COLLEGE

### *Market share of part-time undergraduates (Indicator 11).*

**Commission Assessment:** Although the College has maintained or increased its market share of other populations, its share of area part-time undergraduates decreased from 73.2% in Fall 2009 to 62.8% in Fall 2012. Please discuss the factors underlying this decline and any steps that the College has taken or intends to take to improve performance and reach the benchmark.

**Institution Response:** In fall 2009, Garrett's market share of part-time undergraduates was 73.2%; in fall 2010, it declined to 66.7%, a trend which continued through fall 2012. In fall 2013, the College's market share of part-time undergraduates increased slightly, by 3% to 65.8%. However, for much of this same period, the College's market share of first-time, full-time freshmen increased. This increase is indicative of a possible shift in enrollment from part-time to full-time due to the decline in the number of job opportunities available locally, which resulted from a downturn in the economy. This explanation is bolstered by the fact that the majority of the College's credit enrollment is made up of traditional age students. Another possible reason for this decline is an increase in the number of part-time students from Garrett County attending neighboring Allegany College of Maryland. The market share of part-time Garrett County undergraduates attending Allegany in fall 2009 was 13.4%, but in fall 2010, that percentage increased to 22.2%. Since then, the percentage of part-time students from Garrett County attending Allegany has changed only slightly, and was 22.2% again for fall 2013. This market shift from Garrett to Allegany is possibly due to more students being attracted to the wide array of allied health programs the latter offers.

Garrett College has taken and continues to take specific steps to increase the enrollment of non-traditional students, who tend to account for the majority of its part-time student population. More classes are being offered at times that are more convenient for non-traditional students and college offices are also staying open later to facilitate access. The number of classes that are available online has also been increased. Currently, the College is engaged in the development of several new programs that have the potential to be particularly attractive to non-traditional students.

### *STEM programs (Indicator 35).*

**Commission Assessment:** Please describe the strategies that the College intends to follow to achieve the projected benchmark of 230 credit enrollments and 30 credit awards in STEM programs by FY 2015, representing substantial increases over current levels.

**Institution Response:** The demand for graduates from science, technology, engineering, and mathematics (STEM) programs is growing and is expected to continue to increase for the foreseeable future. The introduction of a new electrical engineering program in fall 2011 and receipt of a substantial grant to support STEM education from the Appalachian Regional Commission have helped increase the number of students enrolling in STEM programs. A new A.A.S. degree program in Cybersecurity was approved by MHEC in spring 2014. Unfortunately, this was too late to do much marketing or recruiting for the fall 2014 semester. However, it is

anticipated that enrollment in this program will increase significantly in fall 2015, particularly given the demand for workers in the cybersecurity field. The College has also recently added two new full-time faculty positions in engineering and computer science which should also help boost STEM enrollment. Garrett College's STEM enrollment for FY2013 (276 students) was well above the fall 2015 benchmark of 230 credit enrollments, and the number of credit awards in STEM programs (29) was only one award shy of the 2015 benchmark of 30 credit awards.

## HAGERSTOWN COMMUNITY COLLEGE

*Developmental completers after four years (Indicator 4).*

**Commission Assessment:** There have been declines in the College's developmental completer rate over the past four cohort years. Please describe the strategies that the College intends to follow to achieve the projected benchmark of 52% for the fall 2011 cohort.

**Institution Response:** In reviewing the previous cohorts, self-paced developmental math classes were common as an instructional mode. Although students who completed these courses achieved success in the next math class, inclusive of the credit bearing math, these self-paced courses had a high rate of attrition when compared to those of lecture format. The benchmark of 52% completion rate was not met because more than half of developmental students took self-paced math. Since enrollments in developmental math are high, the percentage of successful completion rates was negatively impacted. HCC analyzed data comparing self-paced to lecture instruction, and determined it was in the best interest of student success to eliminate self-paced instruction in FY11. The percentage for Indicator 4 increased to 50.2 percent for the fall 2009 cohort, up from 43.2% for the fall 2008 cohort. It is anticipated that the benchmark of 52% for completer success rates for the FY11 cohort will be met.

Due to the large increase in success of packaging coursework in developmental mathematics, the College applied this model to the developmental English classes in FY14. Comparative studies of traditional course offerings versus packaged courses showed significant differences, and there was an increase in successful completion rates with packaged courses. The packaging of courses will contribute to both successful course and cohort completion.

## HARFORD COMMUNITY COLLEGE

*Annual unduplicated headcount, continuing education students (Indicator 9c).*

**Commission Assessment:** Despite four years of decreasing enrollments for continuing education students, substantial increases are expected by FY 2015 (with a benchmark of 16,500). Describe the College's growth strategy for this student population.

**Institution Response:** As referenced in the Institutional Assessment section of this report, HCC has changed its focus within Continuing Education and Training to better serve the needs of the community in this difficult economy. Several growth strategies have been implemented to regain declining enrollment by focusing on professional development and adult learners who need to better their employment opportunities. Continuing Education and Training has increased, and is in the process of developing additional, workforce development opportunities at HCC to transform the campus into a comprehensive community college. Toward that end, a Plumbing apprenticeship was added in fall 2013, Solar and Geothermal Certificate training will begin in spring 2015, and Heavy Equipment and Alternative Energies programs are expected to be offered in fall 2015. Reinforcing the emphasis and commitment to providing workforce training to the community, HCC developed a Regional Training Center proposal and submitted this to MHEC and Department of General Services (DGS). This Center will offer workforce development and training opportunities geared toward manufacturing and industry sectors, with an emphasis on the computer-enhanced side of these industries. HCC is actively working with area employers, making site visits to area facilities and colleges, to coordinate the implementation of training programs in the area with what employers need to have a quality and competitive workforce. Pending state and county funding, the proposed facility will begin construction adjacent to the HCC campus.

The Allied Health continuing education and training programs continue to remain attentive to the needs of students and area employers as well. Beginning in fall 2014, students entering Allied Health certificate training programs are required to enter cohorts that complete courses in a targeted, stepwise order with the intention of expediting completion and improving retention. An externship opportunity in the Veterinary Assistant certificate program has successfully doubled enrollment in that area. HCC is also in the final phases of completing the MOU with Delaware Technical and Community College for credit articulation with their credit degree program in what Veterinary Assisting. A partnership was also formed with MedStar and Upper Chesapeake Medical Center to tailor curriculum according to the needs of area employers and patients. The EMS program has received a five-year accreditation from the Maryland Institute of Emergency Medical Services Systems (MIEMSS).

Facilities have also been a deterrent to adding new programs in CET. In May 2015, work will begin on a major renovation of Edgewood Hall adding two new wings allowing new opportunities for Culinary Arts Training, offering of new youth programs, and the expansion of "dirty lab" education such as mechanical and appliance repair. The Culinary Arts program will work with Harford Technical High School's Culinary Program to align training and provide an articulation opportunity for those students.

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

**Commission Assessment:** The College had some fluctuations both in its successful-persister rate and graduation-transfer rate for African American students between the Fall 2005 and Fall 2008 cohorts, with substantial increases projected for the Fall 2009 cohort. Please explain any steps the College has taken or intends to take to improve performance and reach the benchmark.

**Institution Response:** In addition to the *My College Success Network* outlined previously in this report, *Soar2Success* has been reinvented from the previous Rites of Passage peer mentoring program. *Soar2Success* will continue to provide cultural and social programming and professional development related to the experiences and empowerment of African American students. This program launched in fall 2014 with an iCanSucceed Weekend, an empowerment program for African American students. Faculty, staff, and students presented topics designed to motivate and promote the campus as a supportive environment. The focus of both *My College Success Network* and *Soar2Success* is to address the attainment gap and support the persistence and completion of African American students.

## HOWARD COMMUNITY COLLEGE

*Successful-persister rate after four years (Indicator 5).*

*Graduation-transfer rate after four years (Indicator 6).*

**Commission Assessment:** The College had some fluctuations both in its successful-persister rate and graduation-transfer rate for students between the Fall 2005 and Fall 2008 cohorts, with substantial increases projected for the Fall 2011 cohort. Please explain any steps the College has taken or intends to take to improve performance and reach the benchmark.

**Institution Response:** HCC has established college-wide strategic goals for improved persistence, transfer, and degree completion. To accomplish these goals, the college provides coaching and mentoring programs, accelerated learning programs, learning communities, and student support services to assist at-risk and all students in achieving their educational goals and to increase retention, transfer, and graduation rates. Strategies in place include intrusive advising, accelerated learning programs, an improved first-year experience program, a college readiness program, and an early alert system. Additionally, the college has developed initiatives to address the minority achievement gap and is currently launching a new Hispanic success initiative. Assessment results of these programs and strategies have been positive and have helped students in those programs achieve higher levels of academic performance and success. In its commitment to student success, HCC closely monitors the impact of existing programs and services and continually seeks better ways to retain and progress students through completion and transfer. The college anticipates that the impact of these strategies will be reflected in the successful-persister and graduation-transfer rates of the next cohorts.

## MONTGOMERY COLLEGE

*STEM programs (Indicator 35).*

**Commission Assessment:** The College has demonstrated substantial growth on this indicator over the past several years, in both credit enrollments and credit awards, and has already exceeded its FY 2015 benchmark goals. Please discuss the factors underlying these increases and whether the College expects these trends to continue in the future.

**Institution Response:** Several factors have influenced success in the STEM programs—most importantly, the College’s commitment to creating opportunity and access into the programs and providing the tools and connections necessary to succeed. Students learn from highly-qualified faculty and are supported by learning centers with master tutors as well as intrusive advising and mentoring in state-of-the-art facilities and labs. The College fosters strong partnerships with four-year institutions and articulation agreements to ensure curricular synergy, which results in students who are well-prepared for transfer. Partnerships with local industry provide venues for developing internships opportunities for students and for helping faculty to stay current in rapidly-changing fields. Finally, the College has received numerous grants to support STEM education, including: NSF funded S-STEM grants, ACCESS to Engineering, the On-RAMP to STEM program, and GT-STEP grant that supports recruitment and retention activities; t-STEM, a Gates Foundation-funded grant to improve the success of transfer students; and a Howard Hughes Medical Institute (HHMI) grant, in partnership with Georgetown University, which supports a spring seminar focused on academic research in the life sciences.



## PRINCE GEORGE'S COMMUNITY COLLEGE

*Successful-persister rate after four years (Indicator 5).*

*Graduation-transfer rate after four years (Indicator 6).*

**Commission Assessment:** The College had some fluctuations both in its successful-persister rate and graduation-transfer rate for students between the Fall 2005 and Fall 2008 cohorts, with substantial increases projected for the Fall 2011 cohort. Please explain any steps the College has taken or intends to take to improve performance and reach the benchmark.

*Enrollment in continuing education workforce development courses (Indicator 30).*

*Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31).*

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

**Institution Response:** In the 2012 PAR the Commission raised an issue concerning the Percent of Expenditures (PAR 8). Since that time PGCC has had sufficient time to completely review this area and can report that PGCC has been following best practice. PGCC uses the Financial Accounting and Reporting Manual developed by the National Association of College and University Business Officers (NACUBO) to guide our calculations. As the tool most institutions use to decide upon their budget categorizations, we can compare with national models which show an average of 26% spent on instruction and 19% spent on student services and academic support<sup>11</sup>. PGCC's data are clearly in line with the national data, and even exceed those data with 32% spent on instruction and 28% spent on student services and academic support. As such, we believe that these numbers accurately reflect strong dedication to our students and accurate reporting of how funds are spent at the institution. Furthermore, PGCC continues to support a rigorous and focused strategic plan and continues to tighten the connection of that plan to budgetary resources. PGCC continues to use strategic initiative funding to support the redesign of developmental mathematics, reading and writing curricula as well as other initiatives all focused on increasing student success.

Another question raised by MHEC's review of last year's document was around the Successful-persister rate after four years (Indicator 5) and the Graduation-transfer rate after four years (Indicator 6). MHEC noted that while the College had some fluctuations both in its successful-persister rate and graduation-transfer rate for students between the fall 2005 and fall 2008 cohorts, there is a substantial increase projected for the fall 2011 cohort. As described above we believe that a major hurdle for our students is completion of developmental requirements (Indicator 4) which is not allowing our students to complete their degree within four year (Indicator 6). Throughout the review of the above indicators, it is duly noted that these indicators stand as the crux issues for the institution. Beyond the PAR data, other analyses of student persistence and completion have been continuously collected and analyzed in order to do

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<sup>11</sup> U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Finance component. See *Digest of Education Statistics 2013*, [tables 334.10, 334.30, and 334.50](#).

everything possible to determine why students leave. Examples of such analyses include an extended non-returner survey which has provided in depth information on the reasons students do not return to the college and provided profiles of students for intervention. Also, retention, developmental requirement completion, and graduation became a significant focus of the institution with the onset of the 2010-2013 strategic plan and were further emphasized when the college joined Achieving the Dream (AtD) in 2011. Beyond this, the FY14-FY17 strategic plan, Envision Success, has now incorporated the goals associated with AtD as the college's strategic plan. Thus, Envision Success is heavily focused on continued implementation of methodologies aimed at enabling students to be retained and guiding them to completion. It is very likely that the college will not achieve the established benchmarks for Indicators 4, 5, and 6 with the fall 2011 cohort. This is because many of the interventions, now instituted, were just being activated and others had not yet begun for this cohort of students. Furthermore, this is an expected delay, as Achieving the Dream has clearly demonstrated that institutions can "move the needle" of major indicators like graduation and transfer, but the process takes time (i.e., four to five years). So, since fall 2011 until today many actions have been taken to improve student success and directly impact these indicators (e.g., end late registration, require students to begin their developmental sequence early and stay enrolled continuously, and implement a mandatory orientation). This list is only a few of the changes already implemented, not to mention others still planned before FY2017. Thus, the sweeping changes made at the institution beginning in 2010, as part of the 2010-2013 Strategic Plan, Achieving the Dream goals, and the FY2014-2017 Envision Success Strategic Plan, are expected to begin a trend of increasing performance in these indicators which will persist for the next 5+ years. The expectation is that each individual best practice being implemented will contribute to observable increases in these indicators. Additionally, the combination of these best practices will provide a holistically different experience for our students which we believe will have not only have an additive impact, but indeed an exponential increase in these performance indicators.

The final issue raised by the Commission involved Enrollment in continuing education workforce development courses (Indicator 30) and Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31). This issue is best described in the below section regarding adjustments we have made to this benchmark.

### **Changes to Benchmarks**

This year two items (30 - Enrollment in continuing education workforce development courses and 31 - Enrollment in continuing professional education leading to government or industry-required certification or licensure) and the four associated benchmarks ("a" – unduplicated headcount and "b" – annual enrollments for each item) were adjusted. The original benchmark for 30a of 13,000 was adjusted to 9,400 and 30b of 25,000 was adjusted to 18,000. Also, the original benchmark for 31a of 8,000 was adjusted to 4,750, and 30b of 13,400 was adjusted to 8,800. The reason for these changes is that the Maryland Community College Association for Continuing Education and Training agreed to a consistent set of parameters regarding which courses to include in, "continuing education workforce development" and in the area of "professional education leading to government or industry-required certification or licensure." Prince George's made the adjustment to these indicators based on these new parameters last year when reporting the FY2012 data. The significant drop in numbers from 2011 to 2012 is evident

for both items 30 and 31. Also, duly noted is that the trend from FY2012 to FY2013 demonstrates continued growth in these indicators and that the drop from FY2011 to FY2012 was simply due to a change in the parameters. Given these adjustments to the courses counted in these categories, the benchmarks were adjusted accordingly.

## WOR-WIC COMMUNITY COLLEGE

*High school student enrollment (Indicator 14).*

**Commission Assessment:** Despite high school student enrollment fluctuations over the past four years, the College projects an increase to 225 students by FY 2015. Please discuss the factors underlying these trends and the role that the dual enrollment provisions under SB 740 may play in increasing the College's high school student enrollment moving forward.

**Institution Response:** The college's high school student enrollment decreased from 193 students in the fall of 2010 to 143 students in the fall of 2012 (Indicator 14). Part of this decrease can be attributed to a local board of education policy change to stop accepting the college's entry-level English for high school credit. The college has been meeting, and continues to meet, with board of education officials to resolve this issue. The high school student enrollment increase to 190 students in the fall of 2013 is mostly due to an increase in dual enrolled students taking Wor-Wic classes in the high schools. The college has been working with local boards of education to promote awareness of dual enrollment benefits available as a result of SB 740 and expects high school enrollment to continue increasing.

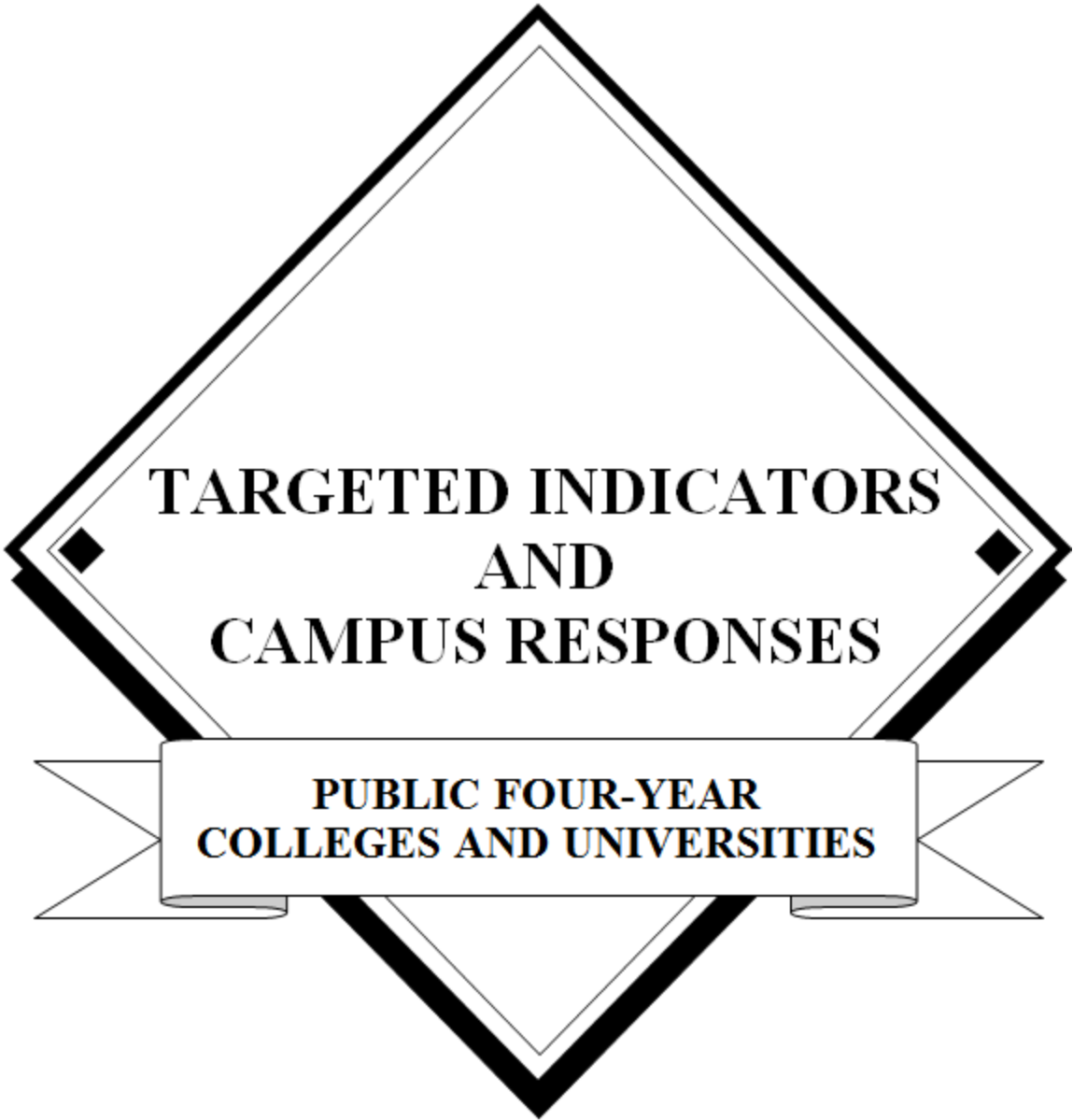
*Enrollment in continuing education workforce development courses (Indicator 30).*

*Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31).*

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

**Institution Response:** Enrollments in continuing education workforce development courses decreased from FY 2010 to FY 2012, but then increased again in FY 2013 (Indicator 30). Several issues might have affected the decline. Corporate, nonprofit and government agencies and organizations decreased their training and professional development allocations during the economic downturn. Additionally, government training programs, such as the Workforce Investment Act (WIA), received federal budget cuts, which decreased their ability to pay for client training programs. These issues also caused a decline in continuing professional education enrollments from FY 2010 to FY 2012 (Indicator 31). The decrease of 18 percent in unduplicated headcount from FY 2012 to FY 2013 is due to a change in reporting methodology at the college.

The continuing education and workforce development division of the college has identified several strategies for addressing the enrollment decline. One strategy is to work with industry representatives to create career pathways in which students advance through a series of "stackable credentials" and work experiences. Other strategies are to increase marketing efforts, identify sources of financial assistance for non-credit students and increase the number of course offerings that lead to industry-recognized certification or licensure.



**TARGETED INDICATORS  
AND  
CAMPUS RESPONSES**

**PUBLIC FOUR-YEAR  
COLLEGES AND UNIVERSITIES**

## BOWIE STATE UNIVERSITY

*Objective 1.5 – Maintain the proportion of in-state undergraduate tuition and mandatory fees as a percent of Prince George’s County median income.*

**Commission Assessment:** In the last two years, this indicator has increased to the point that it exceeds the established benchmark. In the same two years, the University has increased its resident undergraduate tuition by one of the highest rates in the state on a percentage basis. Please describe strategies for keeping future tuition increases under control.

**Institution Response:** The indicator was added to recognize the linkage between enrollment management strategies and recent market share. According to the Department of Legislative Services analysis of in-state tuition rates (*Higher Education Fiscal 2016 Budget Analysis*, January 2015 p. 12), Bowie’s in-state full-time tuition rose 3% each year between fall 2013 and 2015. The rate of increase was similar with other USM institutions. Between FY 2007 and 2010, tuition levels were frozen due to fiscal policies. Bowie’s actual tuition amount is the third lowest in the System (See the table below).

### Tuition Rates at Public Four-year Institutions

	<u>Fall 2006</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>% Change 2014-15</u>	<u>Avg. Change 2006-15</u>
<b>In-state Full-time Undergraduate Students</b>							
Univ. of MD, College Park	\$6,566	\$6,966	\$7,175	\$7,390	\$7,612	3.0%	2.1%
Bowie State University	4,286	4,547	4,683	4,824	4,969	3.0%	2.1%
Towson University	5,180	5,496	5,660	5,830	6,004	3.0%	2.1%
Univ. of MD Eastern Shore	4,112	4,362	4,493	4,628	4,767	3.0%	2.1%
Frostburg State University	5,000	5,304	5,464	5,630	5,800	3.0%	2.1%
Coppin State University	3,527	3,742	3,854	3,970	4,089	3.0%	2.1%
University of Baltimore	5,325	5,648	5,818	5,992	6,172	3.0%	2.1%
Salisbury University	4,814	5,260	5,576	5,912	6,268	6.0%	3.8%
Univ. of MD Univ. College*	5,520	5,856	6,024	6,192	6,384	3.1%	2.1%
Univ. of MD Baltimore County	6,484	6,879	7,085	7,298	7,518	3.0%	2.1%
Morgan State University	4,280	4,540	4,676	4,816	4,960	3.0%	2.1%
Average (simple)**	5,009	5,327	5,501	5,680	5,868	3.3%	2.3%
St. Mary’s College of Maryland	9,498	12,005	12,245	12,245	11,195	-8.6%	2.4%

Source: *Higher Education Fiscal 2016 Budget Analysis*, January 2015 p. 12

Bowie continues its cost containment efforts as documented in the FY 2016 Managing for Results report. Additionally, Bowie State strives to keep tuition and mandatory fees reasonable and to minimize the financial burden on students by increasing institutional aid to assist needy students. In FY 2013, 82 percent of Bowie undergraduates received some form of financial aid. Institutional scholarships exceeded \$3.2 M in 2013 up 42% from 2009. A majority of these scholarship funds go to needy students. Need-based institutional aid rose 13 percent over this same time period.

*Objective 2.2 – Increase the undergraduate six-year graduation rate from 45 percent in 2009 to 50 percent in 2014.*

**Commission Assessment:** In the 2013 Performance Accountability Report, the University explained that unsatisfactory academic progress contributed to the drop in this indicator for the 2006 cohort, and that monitoring programs will help ensure a return to strong performance for the 2009 cohort. Please report any indicators that these programs have indeed had positive effects to date for the 2009 cohort, and demonstrate or estimate the effect of these programs on the 2007 and 2008 cohorts.

**Institution Response:** Several initiatives outlined in the JCR Access and Success Report and USM’s Closing the Achievement Gap Initiative Report have been in place since fall 2009. These efforts include expanding Bulldog Academy participation (a summer bridge program), launching several academic recovery programs to specific student groups through the Academic Advising Center and in each of the Colleges, implementing iCAN (an early alert program), increasing institutional financial aid and intensifying tutoring services. These efforts are having an impact on first-time freshmen cohorts since 2008 (see table below). The second year retention rate for the 2013 cohort rose to 74 percent. The third year retention rate for the 2012 cohort was 62 percent – the highest level since 2005. The 2011 fourth year retention rate was 53 percent – up from 49 percent. Four-year graduation rates increased slightly for the 2010 cohort. The 2009 cohort five year graduation rate exceeded 30 percent for the first time since the 2005 cohort.

Bowie State University  
**Trends in Retention and Graduation Rates**  
 First-time, Full-time, Degree-Seeking Students

Cohort Year	Cohort Size	Retention Rates			Graduation Rates		
		2nd Yr	3rd Yr	4th Yr	4-year	5-year	6-year
2005	923	71%	56%	45%	22%	35%	41%
2006	765	71%	54%	49%	11%	27%	35%
2007	820	69%	57%	47%	13%	27%	35%
2008	664	69%	54%	47%	8%	26%	<b>33%</b>
2009	635	71%	59%	53%	11%	<b>31%</b>	
2010	608	75%	57%	49%	<b>12%</b>		
2011	573	71%	57%	<b>53%</b>			
2012	477	70%	<b>62%</b>				
2013	625	<b>74%</b>					

Source: USM Retention and Graduation Report and  
 BWIR\_EIS\_TABLE  
**Preliminary**

## COPPIN STATE UNIVERSITY

*Objective 1.1 –Increase the percentage of non-African-American students from 12% in FY 2010 to 15% or greater in FY 2014.*

**Commission Assessment:** Despite a decline in overall enrollment, the percentage of non-African American students has declined. Discuss the factors affecting enrollment of non-African American students, and describe the strategies for increasing enrollment by this population.

**Institution Response:** The trend reversed in 2014, increasing from 6% to 7% respectively. The increase may be attributed to several factors. One such factor is that the university's targeted recruitment efforts towards non-African American students have improved. The Office of Admissions hired a recruiter of non-African American descent who is bilingual and has been able to communicate with more diverse populations of students more effectively than current recruiters.

Additionally, outreach efforts have been refined. The University plans to expand recruitment efforts beyond traditional zone and offer additional courses. The Office of Admissions hired one new recruiter to cover additional territory and reach more students. Expansion also includes increased online course offerings. Coppin has been able to train additional faculty (20 completed online training and certification) to offer more of its General Education, program level courses, and majors fully online. Currently, there is one academic program that is available entirely online. The university plans to offer another undergraduate degree in the fall 2015 online and face-to-face.

Other efforts include sending recruiters to high schools and other institutions beyond traditional areas such as Baltimore City and Baltimore County. Recruitment efforts into the university's programs were extended into Howard and Montgomery Counties in an effort to capture increased enrollment of non-African American and students of other race and ethnicities.

### Other New Initiatives

Last semester, Coppin State University (CSU) and the University of Baltimore (UB) began exploring partnerships including special initiatives and academic programs. Currently, both universities have met to complete MOUs that could address the following initiatives that will result in increased efficiencies and a more diverse student population of students:

- Efficiencies achieved through “**seat sharing**” where institutions collaborate to contain costs by sharing courses and by coordinating appropriate amounts of class sections to be offered at each institution. As a result, UB students will make use of the facility jointly with Coppin. Also, UB students will have greater access to General Education required courses by taking courses and/or sections not offered at their home campus at CSU. In return, Coppin will be able to cut adjunct costs by sending students to UB for courses not offered at Coppin. The seat sharing initiative also contributes to the diversity goals initiatives on both campuses as students and faculty will engage in academic exchanges.



- **UB/CSU General Science Program;** Forensic Science – UB has upper level science courses within its Forensic program, particularly in chemistry and biology which CSU does not offer. Also, UB's STEM program is primarily concentrated in the area of Digital Science, another program CSU does not offer. UB will be able to utilize the laboratories within the building and CSU students would have the opportunity to take courses within the program and obtain a concentration within UB's STEM offering.
- **Urban Ecology** – UB was recently awarded an *Environmental Protection Agency* Grant and is able to partner with Coppin to develop new courses and programs that provide students and faculty with opportunities to participate in early research experiences. This initiative will help strengthen STEM programs at both partnering institutions and impact STEM enrollment and retention initiatives.

The university will provide updates as initiatives are implemented.

*Objective 1.2 – Increase the number of students enrolled in programs delivered off-campus or through distance education from 1,378 in FY 2010 to 1,670 in FY 2014.*

**Commission Assessment:** The number of off-campus and distance students declined by approximately 28% in FY 2013. Please explain the reasons for this decline and describe the steps that the University has implemented to increase enrollment in these types of courses.

**Institution Response:** The downward trend reversed for the number of off-campus and distance students enrolled in programs delivered off-campus during FY 2013 and 2014 by 11%. The university was able to increase the availability of course offerings and improve marketing efforts. Also, the university has been successful in training additional faculty to teach online courses. Last year, the goal was to train an additional 20 faculty members. Those 20 actually completed the process allowing for course sections that were once cancelled in the past to be offered again, allowing for additional enrollments.

There are efforts to maintain and increase online enrollments. Currently, CSU and UB are in discussions about proposing to offer the existing collaborative master's program at the Shady Grove campus location. The M.S. in Human Services, currently offered at both institutions has traditionally held strong enrollments. It is expected that strong enrollment trends will be maintained at the Shady Grove location once the program is implemented and it is expected that student diversity at both institutions will be realized since the offering will be in Montgomery County, Maryland. This joint offering is one of many initiatives under development that will increase enrollment in off-campus and distance education courses.

*Objective 2.2 – Increase student enrollments in STEM (science, technology, engineering and mathematics) programs from 241 in FY 2010 to 260 in FY 2014 and increase the number of baccalaureate degrees awarded in STEM programs from 20 in FY 2010 to 26 in FY 2014.*

**Commission Assessment:** Enrollments in STEM programs has declined from a peak of 276 in 2011 to 220 in 2013, which suggests that the number of graduates is likely to decline as well. Explain the reasons for the decline in enrollment, and discuss any institutional actions intended to increase enrollment and graduation.

**Institution Response:** The University is very concerned about the overall decline in the number of STEM enrollments and the possible effect on graduation rates. As a result, several strategies are being implemented to counter the trend in order to increase enrollments. First and foremost, the University will provide additional course offerings in the fall 2015 with the opening of the new Science and Technology Center. The new building is innovative, has classroom and laboratory space appropriate for growing a robust STEM center. Secondly, as a result of enhancement funding, Coppin has been able to increase and strengthen the capacity of laboratories and impact teaching in its current classroom locations. Last year, new equipment and software were purchased to support the biology and chemistry students allowing for more hands-on experiments and enrollment capacity was strengthened by the offering of virtual labs. These efforts and others are expected to attract and retain greater numbers of STEM students.

Additionally, the department of Natural Sciences is currently revamping its academic programs to create new certificates and majors within the STEM science areas to include additional nano- and bioscience fields and those in bio-education. Proposals are under development. As a result of new program development, new courses that are innovative, relevant, and attractive to STEM students have been proposed. They include, but not limited to, Polymer chemistry, Phyto-chemistry, Computation Chemistry and molecular genetics. These courses provide the foundation needed to grow and sustain enrollments within the sciences. More importantly, the courses pave the direction for the development of new and innovative academic programs.

The University also provided STEM scholarships in the previous fall and spring semesters. These scholarships allowed for students who normally stop attending for financial reasons each semester, to continue to persist towards program completion. It is anticipated that the effects of the scholarships will impact future semester enrollment counts, specifically for STEM students.

## FROSTBURG STATE UNIVERSITY

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

**Commission Assessment:** In the 2013 Performance Accountability Report, the University discussed a number of programs designed to improve academic performance, retention, and graduation, which are expected to improve performance on this indicator. Please provide any available information on the efficacy of these programs specifically for African American students, and describe whether the University’s analysis suggests that African American students are more or less affected by these, or other, programs.

**Institution Response:** Frostburg State University’s overall retention and graduation rates for first-time full-time degree seeking undergraduate students that began their career at Frostburg and completed within Maryland continue to increase but are uneven across categories of student groups (see Table 1). The University’s overall student six-year graduation rate for the 2007 cohort stood at 56%, which was four percent higher than for the 2006 (52%) cohort. This rate for the 2007 cohort for African- American students (53%) also increased from the 2006 cohort level of 47%. The most recent second-year retention rate for the University reached 76% for the 2013 cohort (a 5% increase over 2011, but a percentage point decrease from 2012). The retention rates for the 2013 cohort for African-American (79%) and Hispanic (76%) students equaled or exceeded the 2013 University rate.

**Table 1**  
**Frostburg State University**  
**Six-Year Graduation Rate**  
**African American vs. All Students**  
**Fall First-Time, Full-Time, Student Cohort**

	Fall 2003 As of Fall 2009	Fall 2004 As of Fall 2010	Fall 2005 As of Fall 2011	Fall 2006 As of Fall 2012	Fall 2007 As of Fall 2013
<b>African American</b>					
<b>Cohort Size N</b>	151	186	215	289	290
<b>6-yr Grad Rate</b>	54%	40%	51%	47%	53%
<b>All Students</b>					
<b>Cohort Size N</b>	959	927	1013	1059	1030
<b>6-yr Grad Rate</b>	60%	56%	53%	52 %	56%

Data Source: P409 Student Research Population File, Enrollment Information System  
 University System of Maryland Common Graduation Rate Metric  
 All percentages are rounded.

The University recognizes that further improvements to its student persistence efforts to graduation are required. Frostburg anticipates new initiatives and a continued emphasis on current strategies as described below will result in the enhancement of the graduation rate of all its undergraduate students.

- During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising.
- As part of its *Closing the Achievement Gap* Initiative, the University has successfully implemented course redesign across many curricular areas, including General Psychology, Developmental Mathematics and Intermediate Algebra, Communication Studies, and English Composition. Frostburg is now in the process of redesigning Introductory Biology and Chemistry. Data from the Psychology and Developmental Math programs, both in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses.
- The University continues to provide extensive support services to students, including the Center for Advising and Career Services, which combines services that together provide essential support for undecided students, the University's academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Those services include tutoring, math support, study groups, academic advising, career development, and assistance with the financial aid process.
- The Programs Advancing Student Success (PASS) office developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor's degree. Students who earned below 2.3 GPA their first semester are offered a course their second semester that teaches them strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

In October 2011, the University finalized its Strategic Plan, which focuses the University's efforts toward improving persistence and completion; developing experiential learning as an integral part of its students' experiences; and improving academic and residential facilities for faculty, staff, and students. Actions supporting the completion agenda include:

- In 2012, the University hired an Assistant Provost for Student Success and Retention whose primary responsibility is to provide leadership and coordinate institutional retention efforts. This newly created position demonstrates the value the University places on student quality and persistence through completion.
- Frostburg has focused on access by continuing the allocation of need-based student financial aid to make education more affordable. More than 70% of FSU undergraduate students receive some form of financial aid. Since fall 2010, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 26% between fall 2010 and 2013. Among those need-based awards are at least \$130,000 each year to first-generation, low-income college students who participate in our Student Support Services Program. The University intends to continue this trend over the next five years.
- The University recently received the Maryland Higher Education Commission's One Step Away Grant. The overarching goal of this effort is to create a sustainable intervention program that increases bachelor's degree attainment rates by re-enrolling and graduating near-

completer students. Near-completers are those students who have earned a significant number of credits toward a bachelor's degree, or may have enough credits for a bachelor's degree but have stopped-out or dropped-out for twelve months or longer without obtaining an undergraduate degree.

## SALISBURY UNIVERSITY

*Objective 2.4 – The number of graduates in STEM-related fields will increase from 225 in 2009 to 250 in 2014.*

**Commission Assessment:** The University is to be commended for having increased enrollment in STEM fields and achieving the benchmark level. Please discuss the strategies used by the University to increase enrollment and improve retention and graduation in these programs, so that other institutions might adopt similar strategies on their campuses.

**Institution Response:** Salisbury University is extremely proud of the dramatic success it has had in achieving its enrollment and graduation goals for STEM majors. Our success has resulted from a comprehensive portfolio of pre-college outreach, collaboration with community colleges, partnerships with industry, and recruitment, engagement, and support for college students. Outreach activities have included science nights, science camps, a regional tournament of the Maryland Science Olympiad, and visits by and to high school groups and activities as well as consistent branding of STEM@SU on t-shirts, notepads, displays, our social media and other communications. For example, in 2014 we co-sponsored *Girls who Get IT* and *Women in Technology* events for high school and college students respectively (with NetApp; attendance > 400 students). These events introduced students to careers in technology ranging from bioinformatics to systems analysis and the paths that women take to them.

In fall 2013, we launched STEM|ASSIST which supports the integration of new STEM transfer students to the academic and social communities at SU, helping them make critical connections early in their university experience. Throughout the 2013-2014 academic year, SU also collaborated with Wor-Wic Community College (WWCC) on an MHEC-funded project called SMART to introduce WWCC students to STEM-related programs and activities at SU. SU students majoring in STEM disciplines served as peer mentors for the WWCC students (in contrast to STEM/ASSIST, SMART supported WWCC students before they matriculated at SU).

SU's Center for Applied Mathematics & Science (CAMS) provides students with opportunities to apply their mathematical and scientific knowledge and skills to real, not just realistic, problems through a course-based research-team approach. In spring 2014, students worked with engineers from Orbital Sciences Corporation to create a specialized software package for pre-flight scheduling of sensor-data transmission from a sounding rocket. Orbital Sciences Corporation is the primary contractor for launches at NASA Wallops Flight Facility.

Our summer research program typically involves more 30 students in funded research experiences. Our programs are supported by the National Science Foundation including a STEP award (Bridges to SUCCESS, Salisbury University's Connections to Careers for Every STEM Student) and two NSF Research Experience for Undergraduate (REU) programs (Parallel Computing and Elementary Mathematics teaching), an endowment from the Guerrieri Family Foundation, and University funds.

## TOWSON UNIVERSITY

*Objective 3.9 – Increase the number of Veterans and Service Members from 246 in FY 2009 to 300 in FY 2014.*

**Commission Assessment:** In the 2012 Performance Accountability Report, the University noted problems with data standards and indicated that the actual baseline of 246 was inaccurate, meaning that the target benchmark would likely not be met. Nevertheless, the University has increased the number of veterans and active-duty military service members by more than 13%. Please describe steps that the University has taken to recruit members of these populations and to identify and address these populations once they are on campus.

**Institution Response:** In August 2010, Towson University created the Towson University Veterans Center. The Center provides educational, social and personal enrichment opportunities for the student veteran community at Towson. The Center seeks to create an enhanced learning environment by providing veteran students with support and resources in a veteran-friendly atmosphere, and by addressing the unique issues and challenges that veteran students face when entering the university environment. The Center is staffed by the Coordinator of Veterans Services, the Veterans Center Administrative Assistant, a graduate assistant, and veteran student assistants.

The Coordinator of the Veterans Center regularly attends admissions recruitment events along with Admissions staff at local community colleges, focusing on recruiting veteran student applicants. These visits help veteran students to consider Towson as an option.

The Veterans Center offers programs focused on student veterans' interests and needs including Veterans Awareness Week, career workshops focused on employment of veterans, community service programs, film series and athletic events. The Veterans Center also supports the Veterans Student Group which works with the Center in providing social and community service events for veteran students.

The Veterans Center created a veteran student orientation for new student veterans, introducing student veterans to campus, the Veterans Center and the Towson veteran community.

The Veterans Center has developed a strong relationship with the Maryland Veterans Administration through the VITAL program, through which Veterans Administration staff provide workshops and assistance to Towson's veteran students on campus.

## UNIVERSITY OF BALTIMORE

*Objective 3.2 – Increase the percentage of research dollars coming from federal resources to 20% or greater by 2014.*

**Commission Assessment:** In the 2013 Performance Accountability Report, the University discussed the factors reducing the availability of federal research dollars, and identified collaborative partnerships as the best route for obtaining additional federal funding. Please describe any progress in developing or establishing such partnerships, especially if any have led to increased funding.

**Institution Response:** Since the 2013 data was submitted, several new partnerships have led to new direct federal and flow through funding:

1. A partnership with the City of Baltimore has led to a multi-year grant from the US Department of Justice, Byrne Criminal Justice Innovation Program for The McElderry Park Revitalization Coalition (\$50k per year for 2 years). The Jacob France Institute, Merrick School of Business, and faculty in the School of Criminal Justice are working together to evaluate the program administered by the City.
2. A new relationship with Boston University has led to a subaward (\$46k) from the National Institutes of Health for the Schaefer Center for Public Policy, College of Public Affairs. Our track record of survey and program evaluation work with the University of Maryland, Baltimore led to this new collaboration.
3. Continued collaboration with the University of Maryland Center for Environmental Sciences (UMCES) and Blue Water Baltimore, a local non-profit, has led to a direct federal award from the US Environmental Protection Agency (\$66k) for the Yale Gordon College of Arts and Sciences. Only 21 grants were awarded nationwide for Urban Water projects, and only one in the Baltimore, Maryland region.
4. A new collaboration has been established with the Morgan State University Patuxent Environmental and Aquatic Research Laboratory (PEARL) has led to seed funding from the Maryland Sea Grant Program (\$4k) and a proposal that is still pending a decision (\$250k). The Maryland Sea Grant Program is administered by the University of Maryland, College Park with funding from the National Oceanographic and Atmospheric Administration (NOAA).

While some of these collaborations are still small, they are already leading to increased funding in areas that UB may not have been able to achieve without our partners.



## UNIVERSITY OF MARYLAND – BALTIMORE

*Objective 1.1 – By fiscal year 2012 demonstrate the quality and preeminence of all UMB professional schools by achieving Top 10 status among public schools.*

**Commission Assessment:** In the most recent rankings in 2012, the School of Pharmacy saw its rank decline from a tie for 9<sup>th</sup> place to 17<sup>th</sup> place. The School of Social Work saw its rank improve from 18<sup>th</sup> to 16<sup>th</sup>, and while any improvement is commendable, the school's rank is still below the benchmark established by the University. Please discuss the University's strategies for improving performance for Pharmacy and Social Work on this indicator.

**Institution Response:** Rankings reported by *U.S. News and World Report* for schools of pharmacy and social work are based solely on the results of peer assessment surveys sent to deans, other administrators and/or faculty at schools in each of these disciplines. Respondents rate their own perceptions of the academic quality of programs on a five point scale. Schools are ranked on the basis of the highest average scores. As such, there is no direct relationship between specific data points involving research awards, admission profiles, or licensing exam pass rates to these rankings, unlike the methodology *U.S. News and World Report* applies for medical and law school rankings.

Nonetheless, the UMB School of Pharmacy seeks to achieve greater national prominence through leadership in both academic and research components of the profession. Dr. Natalie D. Eddington, Dean of the School of Pharmacy, has been elected upcoming chair of the American Association of Colleges of Pharmacy's (AACCP) Council of Deans. This appointment will offer her the opportunity to work in a high profile role with deans from other colleges and schools of pharmacy across the nation and AACCP's leadership in a collective effort to advance pharmacy education and the profession.

On the research front, the federal Food and Drug Administration has awarded two major grants totaling \$1.2 million to researchers from the Center for Translational Medicine at the School of Pharmacy. The grants will support two research initiatives within the Center that aim to develop quantitative pharmacometric models to advance the evaluation of certain generic drugs. These prestigious grants represent an important step in the progress of the Center, which was only recently established in 2012.

The UMB School of Social Work embarked on an ambitious Strategic Planning Initiative beginning in 2012, identifying six goal areas for focused efforts. Within the goal for Education, the initiative has resulted in innovation and expanded educational offering at all degree levels. Advanced courses have been reviewed and modified, as needed, to ensure that they include an assignment which either evaluates evidence or addresses the availability and quality of existing evidence for a specific program or practice. Significant progress achieving additional goals relating to Community Impact, Research, Diversity, the Profession, and Financial Resources will also enhance the UMB School of Social Work's position as a pre-eminent school among peer institutions.

## UNIVERSITY OF MARYLAND – BALTIMORE COUNTY

*Objective 4.2 – Maintain a retention rate of African American students at 90% or greater through FY 2014.*

**Commission Assessment:** In the 2013 Performance Accountability Report, the University noted that this indicator had declined, but stated that early indicators signaled a return to a stronger retention rate. Please describe some of these early indicators and their identified relationship to retention for African American students, and discuss whether the prediction of improved retention has been realized.

**Institution Response:** The early indicator signaling a return to a stronger retention rate was the one-semester retention rate of our fall 2012 cohort of African American new freshmen. For the 2012 cohort the one-semester retention rate was two percentage points higher than the one-semester retention of the corresponding fall 2011 cohort. Because of the positive correlation between one-semester and one-year retention rates, we anticipated that retention rate for the fall 2012 cohort would be higher than for the fall 2011 cohort.

This prediction of improved retention was realized. In our 2014 Performance Accountability Report, the University reported that for the fall 2012 cohort of African American new freshmen, the retention rate was 91.8 percent compared to 85.5 percent for the fall 2011 cohort and 87.3 percent for the fall 2010 cohort.

*Objective 7.1 – Allocate expenditures on facility renewal to meet 2% target by FY 2014 from .7% from FY 2009.*

**Commission Assessment:** In the 2011 Performance Accountability Report, the University described the obstacles to improvement on this indicator, and stated that options for reallocation of funds to facility renewal were “being explored.” Please discuss the results of this exploration, and describe any strategies the University has identified for increasing performance on this important indicator.

**Institution Response:** UMBC has continued to make progress under the BOR initiative to increase state funding for Facilities Renewal by .2% per year until the 2% target is achieved. We have added \$2.4 million to our Facilities Renewal operating fund since FY 2013, as the state began to recover from the earlier economic downturn. The fund now totals over \$3.8 million, more than two and a half times the funding level in 2011. This occurred through careful prioritization of modest revenue growth resulting from increased enrollment and internal reallocation of resources.

## UNIVERSITY OF MARYLAND – COLLEGE PARK

*Objective 3.1 – Annual giving to the University from all sources will increase from \$113 million in 2009 to over \$150 million by 2014.*

**Commission Assessment:** In the 2013 Performance Accountability Report, the University indicated that contributions were expected to decline as a result of donor fatigue in the wake of the successful Great Expectations campaign. However, the decline in annual gifts between 2008 and 2011 appears to be more consistent with data indicating a national recession-related decline in gifts to higher education than with campaign giving, especially given the resurgence in annual giving to the University in 2012 and 2013. Moreover, the relatively consistent levels of annual giving since 2009 and the overall volume of campaign gifts suggests that annual giving may have been unrelated to campaign giving. Please discuss the factors that lead the University to conclude that donor fatigue is affecting performance on this indicator and preventing achievement of the benchmark.

**Institution Response:** In the narrative submitted with the 2013 Managing for Results (MFR), the University noted that while the private support for the University was healthy, FY13 showed a decrease in support. The 2013 MFR narrative explained that this decrease was due to multiple factors including: the hiring of a new Vice President for University Relations, rebuilding front line and support staff, as well as donor fatigue. The 2013 narrative submission also anticipated that private support is expected to rebound in FY14 as these areas were addressed. The University's 2014 MFR submission demonstrates this to be true with University Relations cultivating \$142.8M in private support, the single best fundraising year in the history of the University. In line with last year's narrative (2013 MFR), the 2014 MFR narrative explains that improvements are a result of investments in front line development and support staff, a 25% increase in donor visits due to new metrics for development officers, and a strong donor pipeline.

*Objective 3.2 – The total number of annual alumni donors to the University will increase from 21,300 in 2009 to 33,000 by 2014.*

**Commission Assessment:** In a note in the 2013 Performance Accountability Report, the University says that the number of donors has declined due to a change in reporting standards. Please provide a basis for estimating the amount of decline that is attributable to this change, perhaps by reporting on the average gift realized through annual giving or some other similar data.

**Institution Response:** Through 2012, performance reporting included Alumni Association memberships in donor counts. In 2013, University Relations (UR) campaign reporting changed to align with Voluntary Support of Education/Council for Aid to Education (VSE/CAE) standards used by the University of Maryland System office which did not include Alumni Association membership. Since 2013, the University Relations Business Applications unit adapted a stricter and more consistent application of campaign reporting rules to be consistent to the parameters of the *Great Expectations* campaign. In 2014, University of Maryland System office revised campaign gift counting guidelines to include memberships in donor counts. Once

the inclusion of membership in campaign reporting had been deemed allowable by USM, UR adapted similar parameters. Using today's (FY15) campaign reporting lens, alumni donors can now be consistently seen over the past several years. It shows a direct year over year comparison and a slow decline in alumni donors (see below).

Fiscal Year	2011	2012	2013	2014
Number of Donors	21,777	21,109	20,766	19,601

## UNIVERSITY OF MARYLAND – EASTERN SHORE

*Objective 2.4 – Increase the number of students enrolled in courses at off-campus sites from 225 in 2009 to 300 in 2014.*

**Commission Assessment:** The University is commended for its increase in the number of enrollments in distance education. However, in the same period the number of students enrolled in face-to-face courses at off-campus sites has been declining and appears unlikely to meet the benchmark established in 2009. Please discuss the factors that have affected the number of students enrolling at off-campus sites, and discuss the place of off-campus courses within the University's overall strategies for expanding enrollment beyond the home campus.

**Institution Response:** UMES offers Hospitality and Tourism Management (HTM) and Construction Management Technology (CMT) at Universities at Shady Grove (USG) and Career and Education Technology at Baltimore Museum of Industry (BMI) respectively. For all courses offered at these locations, multiple policies and procedures are in place to insure course quality congruence with the main campus. These policies and procedures include the use of a universal syllabus format which always prescribes the same required performance based objectives as the main campus. Textbooks are the same and assessments are comparable. In the last five years at least three courses have been and continue to be presented on-line to both the main campus and the satellite campus students. In other words, student groups at both locations receive the same material and focus. In addition, when adjunct instructors are employed to present satellite courses, they are required to liaise with the full time subject matter expert on main campus. A standard checklist is available to monitor this relationship. Also, great care is taken to insure that laboratory facilities and teaching technologies are comparable in home and satellite locations.

### Universities at Shady Grove

The Management function at the USG location, which includes overall coordination and quality control, is vested in a full-time satellite Program Director. While this individual is fully credentialed to teach courses and does so, the position is primarily administrative. Additionally, the satellite program is staffed with a ½ time administrative assistant and one full time instructor specialized in the culinary arts. Satellite locations faculty and staff are tele-conferenced in on monthly faculty meetings and participate fully in an annual mid-winter retreat. Full-time satellite faculty members have responsibilities with main campus university committees to include curriculum, scholarship and personnel search. Finally, the formal academic accrediting body for the Hospitality and Tourism Management (HTM) and Construction Management Technology (CMT) programs fully reviewed all aspects of the of-campus location and confirms that congruence is indeed fully in effect.

Since the hiring of the two new program directors for HTM and CMT programs at Shady Grove in 2012, UMES has undertaken several initiatives to boost its student enrollment and student success. Both UMES programs at USG have renewed three community college articulation agreements with Montgomery College (2013), Northern Virginia Community College (2014), and Fredrick Community College (2015). UMES has also embarked on new articulation agreements with Howard Community College (2015), Anne Arundel Community College (2015) and Prince George's Community College (2015). UMES's CMT program has also established

new relationships with local construction companies for purposes of creating internship and employment opportunities for its students. Examples of these companies include but are not limited to Grunley Construction Company (2013) and Kalkreuth Roofing and Sheet Company (2014). In addition, UMES has reestablished construction student clubs at USG (i.e., ABC, CMAA, and NHBA) for the purpose of networking and providing access to available scholarships and guest speakers from the construction industry to students. These initiatives have resulted in an increase in construction management technology student enrollment from 35 (fall 2014) to 45 (spring 2015) and we hope that this upward trend will be maintained in the future.

#### Baltimore Museum of Industry

The BMI Campus served 334 teachers in 2014. The total number of courses taken offsite through BMI was 369. Almost all courses are hybrid, meaning that they are taught half face and half online. We don't have any fully online courses and only four face summer classes.

The BMI office has promoted the hybrid course structure taught at various locations across the state to meet the certification needs of CTE teachers throughout Maryland. Relying solely on face classes in Baltimore would lead to reduced enrollments and increased competition from other higher education institutions in Maryland. Right now, the Career and Technology Education is considered (by MSDE and local CTE Directors) the sole source for Professional & Technical Education certification pathway courses, Work-Based Learning endorsement classes, and courses leading to a M.Ed. in CTE. We are in a good place, based on this structure, to continue to increase enrollment and financial benefit to UMES.

*Objective 3.2 – Increase the total number of STEM graduates from 109 in 2009 to 120 in 2014.*

**Commission Assessment:** The number of graduates on this indicator increased from 117 in 2011 to 166 in 2012 and then regressed to 103 in 2013. Please explain the circumstances affecting the one-year surge in graduates, and place the drop to 103 in the context of the University's efforts to increase the number of graduates in STEM fields.

**Institution Response:** Recognizing the economic and social influence of STEM and understanding that what is measured gets improved, UMES decided to include increasing STEM awards in its objectives for the Performance Accountability/Managing For Results goals and objectives for 2009-2014. As presented in Table 1, enrollments at UMES and most colleges and universities in the State of Maryland and nationally including those for STEM have been in decline over the past four years. UMES saw an increase in its fall 2014 student enrollment and its STEM awards for AY 2013-2014 has seen a significant increase to 133 from 103 in AY 2012-2013 (see UMES 2014 MFR report). UMES will continue to utilize high impact strategies including recruitment of more STEM students and supporting them to graduation. The strategies will include (1) identifying and establishing partnerships with high schools that have rigorous STEM curricula, (2) enhancing the capacity of its enrollment management team by hiring a STEM recruiter when resources become available, (3) continuing to develop redesigned courses especially in the STEM field (i.e., Chemistry 101) that have shown to enhance cost-effectiveness, student performance, and retention.

**Table I: STEM Headcount Enrollment Trend – Fall 2010-Fall 2014**

Program	Year				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
STEM	1118	1112	1055	1031	1067

*Objective 5.1 – Raise \$2 million annually through 2014.*

**Commission Assessment:** In the 2011 Performance Accountability Report, the University stated that it had established a fundraising infrastructure and expected to be able to maintain this level of fundraising. However, annual funds raised have declined to \$1.4M in 2012 and \$900,000 in 2013. National data suggest that, although charitable gifts declined during the recessionary years of 2008-2010, charitable gifts have increased every year since 2011. Please discuss the factors preventing the University from realizing its expectation of a consistent level of gifts above \$2 million.

**Institution Response:** During the period noted in the initial 2011 Performance Accountability/Managing For Results (MFR) Report, the university experienced transitional leadership in both the President and CEO, and Vice President for Institutional Advancement. Additionally, in 2013 the faculty and staff campaign was challenged by rumors of potential labor unrest due to discussions to outsource the university food service contract. These factors along with on-going staffing challenges and inadequate infrastructure contributed to the instability and inconsistent fundraising outcomes. Since the appointment of Dr. Juliette Bell, President and Mr. Stephen McDaniel, Vice President for Institutional Advancement there has been a steady improvement in fundraising outcomes. Total funds raised have increased from \$895,525 in 2013 to \$1,718,637 in 2014, a very sound increase of 91.9%. UMES hopes to maintain this upward trajectory in the future.

## UNIVERSITY OF MARYLAND – UNIVERSITY COLLEGE

**Commission Assessment** (not tied to a specific indicator): In the 2012 Performance Accountability Report, the University noted that it is “embarking on three predictive analytics projects using data to identify factors that lead to student success.” In the 2013 Performance Accountability Report, the Commission requested that the University provide more information about these projects, and in particular requested that the University identify any actual findings or results from these projects. While the University described the three initiatives in detail in its response, the response did not discuss any findings. Please discuss any findings emerging from these three projects that have led, or will lead, to specific steps to improve success. If the projects are not yet complete, please provide a timeline indicating when findings will be made available.

**Institution Response:** Predictive Analytics Projects – (not tied to a specific indicator.) The University has ongoing efforts to enhance the use of predictive analytics to drive strategic initiatives within the university. The three projects that were described in the previous Performance Accountability Report are:

- Predictive Analytics Reporting (PAR) – a multi-institutional project that predicts student success, this project identifies factors associated with student success for sectors of the higher education population (see <http://www.parframework.org/>);
- Community College Transfer Student Success – a project funded by the Kresge Foundation that tracks transfer students across institutions to identify factors within a student’s community college experience that are predictive of eventual performance at UMUC (see <http://www.umuc.edu/pass>); and
- Civitas Learning Predictive Analytics – a project in partnership with Civitas Learning (<http://www.civitaslearning.com/>) which uses real time data on online classroom behavior and student background information to predict if students will successfully complete a course.

Below are selected results from the three projects for undergraduate students. These results focus on successful course completion, retention, and graduation.

1. Students who are active in the online classroom prior to the first day of class are more likely to successfully complete the course than students who are inactive prior to the first day of class (Community College Transfer Student Success and Civitas Learning PA).
2. Students who fail or withdraw in one course have a higher risk of failing or withdrawing from future classes (PAR, Community College Transfer Student Success and Civitas Learning PA).
3. Students with zero withdrawals are almost twice as likely to be retained as students with one or more withdrawals (PAR).
4. Students who take more classes/credits at the community college perform better, are retained at a higher rate, and are more likely to graduate from UMUC (Community College Transfer Student Success).



5. The student's credit ratio (courses successfully completed divided by total courses attempted) in the first semester is a strong predictor of retention in the second year at primarily online institutions (PAR).
6. PAR identifies courses with high failure rates. Introduction to Accounting is an example of a course with high enrollments and a higher than average failure rate. UMUC explored interventions and found that instructor-led online tutoring significantly increased the likelihood that students would successfully complete UMUC's Accounting 220 (and Accounting 221) courses (PAR).
7. Students who take math in the community college are more likely to have a higher GPA in their first semester at UMUC (Community College Transfer Student Success).
8. Minority students and Pell recipients from the community college are more likely to persist at the four-year institution (Community College Transfer Student Success).
9. Community college GPA, math enrollment at the community college, the UMUC first-term GPA, and credits earned in the first semester at UMUC are significant predictors of 8-year graduation for transfer students (Community College Transfer Student Success).

Additional results from the Community College Transfer Student Success are available on the UMUC website: <http://www.umuc.edu/pass> (see the Executive Report).

*Objective 3.3 – Maintain or increase the percentage of economically disadvantaged students at 38% between FY 09 and FY 14.*

**Commission Assessment:** The University is commended for significant improvement on this indicator. Please share any strategies that the University has pursued in this area, in the hopes that other colleges and universities might use them to extend access to higher education to students who are economically disadvantaged.

**Institution Response:** Objective 3.3 – By state statute, UMUC has an open admissions policy: UMUC accepts all students, regardless of their academic background. As a result, UMUC attracts students who, on the whole, have greater financial need than at most other institutions in Maryland. In order to meet the needs of these students, UMUC has provided an increasing amount of need-based student financial aid to students each year, in addition to offering low tuition for Maryland residents and military students.

## MORGAN STATE UNIVERSITY

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

**Commission Assessment:** In last year’s report, the Commission asked the University to provide quantitative information about the potential effect of financial aid on the graduation rate. The University provided tables showing the number of students in good standing who were dismissed with unpaid balances averaging approximately \$5,000 per student. The Commission appreciates these tables, and seeks more information about the meaning of these tables.

- How many of these students were members of full-time cohorts? If all of these students had remained enrolled and continued to graduation, how would that have affected the University’s graduation rates?
- How do these numbers compare to the number of students who were dropped for non-financial reasons, and to the number of students who left voluntarily?
- Has the University identified any patterns in financial aid awards that affect retention and graduation? For example, are students who do not persist more likely (or less likely) to take PLUS loans or receive Guaranteed Access Grants? Are there certain types of financial aid awards that are associated with high retention and graduation rates?

**Institution Response:** The table below shows the impact on graduation rates of those seniors dropped and not reinstated who were a part of the full-time cohorts for fall 2007 through fall 2011. Thirty-Six (36) students were members of the full-time cohorts. If these students had remained enrolled and continued to graduation; the graduation rate of the university would have been higher for each cohort year.

		Actual Graduation Rate			Graduation Rate with dropped and not reinstated students		
Cohort Year	Cohort Number	N Graduated	% Graduated	Rate Type	N Graduated	% Graduated	Rate Type
2007	1292	451	34.9	6th Year Rate	465	35.3	6th Year Rate
2008	1431	467	32.6	6th Year Rate	479	33.3	6th Year Rate
2009	1263	303	24.0	5th Year Rate	309	24.5	5th Year Rate
2010	1234	114	9.2	4th Year Rate	118	9.6	4th Year Rate
2011	1068	5	0.5	3rd Year Rate	9	0.8	3rd Year Rate

In fall 2012, 159 undergraduate students who were dropped had cumulative GPAs below 2.0. Two-hundred and sixty-seven (267) students officially withdrew from the University prior to the aforementioned drop.

A study is needed to discern the relationship between financial aid awards (PLUS loans, Pell, Stafford, etc.) and the retention and graduation rates of students at Morgan State University. The Office of Assessment and the Office of Institutional Research will complete the study by the end of June, 2015.

*Objective 1.3 – Increase the second-year retention rate of Morgan undergraduates to 78% by 2017.*

**Commission Assessment:** One of the input indicators in this objective is the percentage of authorized faculty who teach first-year courses. Please clarify whether this objective refers to the percentage of *first-year students* who enroll in a course taught by authorized faculty, the percentage of *first-year courses* taught by authorized faculty, or the percentage of *authorized faculty* who teach courses comprised primarily of first-year students. In addition, please clarify whether the University has evidence that this input indicator has a positive effect on retention, and whether the University plans to increase this percentage. Moreover, if the University does plan to increase this percentage, please discuss how this initiative relates to the University's efforts to increase research output and grants and contracts activity by authorized faculty, to increase the salaries of authorized faculty, and to increase the number of authorized faculty. What is the relative importance of each of these initiatives, and how might they be pursued if limited resources do not allow achieving all of them together?

**Institution Response:** For the Performance Accountability Report, authorized faculty refers to tenured or tenure track member of the faculty. The percentage of tenured or tenure track member of the faculty who teach first year courses is the focus of the input indicator.

A study is needed to discern the relationship between types of faculty (tenured, tenure-track, adjunct) and retention rates of students at Morgan State University. The Office of Assessment and the Office of Institutional Research will complete the study by the end of June, 2015. In accordance with Morgan's status as a doctoral research university, the goal is to increase the percentage of tenured-track faculty. Tenured or tenured-track member of the faculty are expected to increase scholarly productivity (research, grants and contracts). In accordance with its strategic plan and budget priorities, Morgan is strongly committed to recruiting, retaining, and supporting members of the faculty who value diversity, excel in scholarly activities, and support the aspirations of students.

**ST. MARY'S COLLEGE OF MARYLAND**

No response was required.