



Report on Best Practices and Annual Progress Toward The 55% Completion Goal

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Table of Contents

Introduction.....	1
Data on Progression and Graduation	1
Maryland’s 55% Degree Attainment Model.....	3
State and Institutional Goals and Targets	5
Best Practices	6
College Completion Summit.....	6
Conclusion	6
APPENDIX A – TABLES	8
APPENDIX B – INSTITUTIONAL REPORTS	17
Introduction.....	18
COMMUNITY COLLEGES	19
Baltimore City Community College	20
Wor-Wic Community College.....	24
PUBLIC FOUR-YEAR INSTITUTIONS	26
Bowie State University	27
Frostburg State University	29
Salisbury University	33
University of Baltimore	36
University of Maryland Eastern Shore	40
STATE-AIDED INDEPENDENT INSTITUTIONS	44

Introduction

The 2018 Joint Chairmen's Report issued the following charge to the Maryland Higher Education Commission (MHEC):

The committees understand that in order to meet the State's goal to have at least 55% of Maryland's residents age 25 to 64 holding at least one degree credential by 2025; accurate and timely information on degree progression and best practices is needed to ensure that the State is on track to meet the goal. The committees request that the Maryland Higher Education Commission (MHEC) annually collect and analyze student- and transcript-level data on progression, graduation, and other relevant metrics from each public institution of higher education, including community colleges and regional higher education centers. MHEC should submit a report by December 15 each year that analyzes the data and shows each institution's progress toward the State and institutional goals in 2025. The report should also include a summary of best practices and findings on the effectiveness of institutions' programs, as well as any concerns regarding lack of progress or best practices that are not being implemented by institutions.

In addition, the committees request that MHEC, in collaboration with the Governor's Prekindergarten-20 Council, convene a biennial Summit on Completion that provides a forum for representatives of all segments of education (including K-12), economic and workforce development, and other stakeholders to share best practices on college completion that are underway in Maryland and hear from experts on best practices in other states that may be replicated in Maryland. A summary of the summit should be included in the annual report on best practices and progress toward the 55% goal.

This is a slightly modified version of a similar charge first issued in 2012. In light of this mandate, this report aims to do the following:

- Discuss student progression and graduation in the state;
- Provide an overview of the degree attainment model developed to set degree targets for reaching the 55% goal;
- Report progress towards the established targets leading to achievement of the 55% goal; and
- Provide a brief summary regarding institutional best practices.

Data on Progression and Graduation

Each year MHEC publishes two reports that present progression and graduation metrics at four-year colleges and universities and at community colleges. The principal metrics used for four-year institutions include the first-to-second-year retention rate and the six-year graduation rate for first-time, full-time students. The data show that the second-year retention rate for the cohort

entering in 2016 was 83.0%, which represents a small increase (0.06 percentage points) over the 2015 cohort's retention rate. The six-year graduation rate for the 2011 cohort was 67.4%, which is the highest six-year graduation rate since MHEC began reporting these data. This is the second time in the past three years that the statewide rate has reached a new peak. A statewide table of retention and graduation rates since 1996 appears in Table 1, on page 9. Institutional tables and other data and analysis can be found in the full report published on the Commission website.¹

For community colleges, the principal metrics are the four-year rates of persistence, transfer to a four-year institution, and graduation for full-time students. These rates are aggregated into a *success rate*. For the 2013 cohort, the most recent entering cohort, the success rate was 47.1%, a small increase (0.1 percentage points) from the success rate for the 2012 cohort. This represents the highest overall success rate since peaking at 48.7% for the 2007 cohort. A statewide table of retention, graduation, and transfer rates appears in Table 2 on page 10.

Another means of measuring progression and completion for community colleges is the Degree Progress Analysis report. This cohort-based tool aids in accounting for the large number of part-time students at community colleges who are not captured in metrics that focus on full-time students.

The Degree Progress Analysis examines students who complete at least 18 credit hours within their first two years of enrollment and identifies students as successful if they have graduated, transferred to a four-year institution, or are still enrolled with a cumulative grade point average of 2.0 or better. Among those students included in the most recent Degree Progress Analysis cohort, the fall 2012 cohort, 49.5% had graduated or transferred within four years, a slight increase (1.2%) in the graduation and transfer rate over that of the fall 2011 cohort. The most recent Degree Progress Analysis table appears in Table 3, on pages 11 and 12. Additional data and analyses, including institutional tables for all community colleges, can be found in the full report published on the Commission website.²

Lastly, the charge from the committees requests information on the contributions of regional higher education centers (RHECs) to progression and completion. Although these entities serve their local communities by hosting classes offered by multiple institutions of higher education, these entities are not themselves institutions of higher education. In addition, the RHECs do not report any unit-record data directly to MHEC. Instead, the institutions operating at the RHECs include their data together with that of students on the main campus. Therefore, there are no existing student-level data on the contributions of RHECs toward progression and completion as such.

¹ Maryland Higher Education Commission, September 2018. "Retention and Graduation Rates at Maryland Four-Year Institutions," Archived at <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2018RetGrad4yr.pdf>

² Maryland Higher Education Commission, September 2018. "Retention, Graduation, and Transfer Rates at Maryland Community Colleges," Archived at <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2018RetGradTrans.pdf>

Maryland's 55% Degree Attainment Model

In response to the Joint Chairmen's charge, in 2012 MHEC developed a model that set initial state and institution degree targets to reach the goal of 55% of adults holding degrees by 2025. In 2014³ the model was revised to reflect additional input from Maryland colleges and universities as well as additional information on migration patterns within the State and increased degree output at independent colleges and universities in Maryland.

In 2017⁴, the model was reexamined again. This assessment included an analysis of the trends in actual degree awards and the data that inform the model. MHEC also sought input from Maryland colleges and universities regarding the model's institutional targets. Additional details about the initial and revised models are provided in the 2012, 2014, and 2017 Best Practices reports.

At the time of the original 2012 model, the State's higher education attainment rate was 44.7%. Of the 3,112,651 Marylanders between the ages of 25 and 64, 1,390,018 held an associate degree or higher.⁵ According to the 2017 revised model, Maryland will need a total of 1,828,420 individuals (55% of 3,324,400)⁶ to hold at least an associate degree. MHEC estimates that in 2025, 903,511 people aged 25 to 49 who held associate degrees in 2010 will have aged 15 years but will remain in the target group (between the ages of 25 and 64).⁷ Therefore, Maryland will need to have an additional 924,909 degree holders by 2025 to meet the State's goal. The three main sources of degree holders are (1) public institutions of higher education, (2) independent and other private institutions of higher education, and (3) migration of individuals from other states and nations who already hold college degrees.

- *Public institutions:* In the original model, MHEC established that the target for the number of associate and baccalaureate degrees needed from public institutions for the whole period would be 608,032. This represented 208,070 degrees from the community colleges and 399,962 degrees from the public four-year institutions. An analysis of the model and institutional trends resulted in a slight adjustment for two of the public four-year institutions. Both have small undergraduate enrollments, and the degree estimates outpaced their degree production between 2010 and 2016. With this adjustment, the new total for the public four-year institutions is 398,398 and an overall total for the public institutions of 606,468. Despite

³Maryland Higher Education Commission, December 2014, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal." http://www.mhec.maryland.gov/publications/research/AnnualReports/2014BestPracProgressCompletionGoal_020615.pdf

⁴Maryland Higher Education Commission, December 2017, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal." <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2017BestPractices.pdf>.

⁵U.S. Census Bureau's American Community Survey: American Fact Finder. 2010. "B15001: Sex by Age by Educational Attainment for the Population 18 Years and Over—Maryland." 2006–2010 American Community Survey. <http://factfinder2.census.gov>.

⁶ Although population estimates decreased from the 2012 figure of 3,324,400 to the 2017 figure of 3,262,748, which would shrink the pool of needed degree recipients, MHEC decided to maintain the original figure to mitigate any losses caused by adjustments to migration figures and to adjust for possible degree recipient duplication.

⁷ This number is an estimate based on the percentage of Marylanders ages 25-49 within the 25-64 age group (65%), and that percentage multiplied by the number of Marylanders ages 25-64 with a degree. This model assumes a flat rate of degree attainment across age brackets and recognizes that this number is only an estimate.

this small change in the model estimates, the overall total continues to represent an average annual increase of 2.0% in the number of degrees awarded.

- *Independent and other private institutions:* The original model, conservatively, did not forecast any growth for the independent institutions, but in 2014 the institutions indicated a readiness to contribute to the State's completion goal. Therefore, the current model expects independent institutions to contribute 105,805 graduates to the State's degree completion total. This represents an annual average growth rate of 1.3% between 2015 and 2025. The model expects no increase from other private institutions, and so this sector is expected to contribute 6,762 degrees through 2025. The total degree production from the independent and other private sectors for the whole period is projected to be 112,567.
- *Migration from other states and nations:* The 2015 Census figures estimate a net migration gain of 17,193 degree holders⁸ which differs slightly from earlier Census estimates.⁹ This figure is a more stable estimate as it closely converges with two additional figures; one is the average of the migration data from 2017 combined with the data from the 2012 and 2014 reports (17,197) and the other is the median of the 2012 and 2014 figures (17,199). While this revised migration estimate shrinks the pool of additional degree holders obtained from migration (from 303,488 in the original model to 275,088), its alignment with median and average figures suggest it may represent a more accurate and less volatile estimate.

Finally, the model also considers mortality. Indicators from the Maryland Department of Health suggest an annual average mortality rate of 0.2% as a reasonable estimate. This rate would remove 58,509 degree holders from the state total during the period.¹⁰

Taken together, the contributions from migration to Maryland, public, independent, and other private institutions minus estimated mortality will provide 935,614 of the degree holders needed, exceeding the 55% degree attainment goal by more than 10,000 degrees.

Table 4, on page 13, shows a matrix with annual targets for each public institution. The figures included in this report provide a blueprint based on conservative estimates to enable the State to achieve the 55% degree attainment goal. These figures can also be used to gauge progress toward that goal. MHEC will revisit the 55% degree attainment goal model again in 2022 to assess the figures and underlying assumptions of the model.

⁸ U. S. Census Bureau 2015, 2011-2015 American Community Survey (ACS) Five-Year Public Microdata Sample (PUMS). <https://www.census.gov/programs-surveys/acs/data/pums.html>.

⁹ The original model used an estimated Census annual net migration gain of 15,430 and the 2014 model used a revised figure of 18,968.

¹⁰ Number calculated by taking the average mortality rate of Maryland residents in 2012 between the ages of 25-64 (0.2%) and then multiplying this by the estimated total number of Maryland residents with degrees in this same age range in 2025 (1,828,420).

State and Institutional Goals and Targets

Table 5 provides an overview of actual degree awards for each of the three institutional sectors for the academic years between 2010 and 2018. This table indicates that undergraduate degree awards are ahead of the target levels. Rates have progressively increased over the last five years with an average growth rate of 5%, and the 55% degree attainment goal remains well within reach. Overall, institutions are ahead of the current degree attainment target by over 40,000 degrees, but the rate of degrees awarded varies by sector.

Tables 6 and 7, on pages 14 and 15, provide detailed information for each public community college and four-year institution, as well as targets for the entire period. Table 8, on page 16, shows targets for all sectors for the full period (including independent and other private institutions). These tables are updated annually and reflect the State's progression toward the 55% goal.

Table 5: Target and actual undergraduate degrees awarded, 2009-2010 through 2017-2018

Institutional Sector		2009-2010 (baseline)	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915
	+/-		-107	-166	-221	-468	347	191	-278	-495
Other Private Institutions	Target		668	668	668	416	334	334	334	334
	Actual	668	694	372	233	443	231	231	284	224
	+/-		26	-296	-435	27	-103	-103	-50	-110
<i>Annual Total</i>	<i>Target</i>		<i>40,211</i>	<i>41,052</i>	<i>41,913</i>	<i>42,541</i>	<i>42,514</i>	<i>43,133</i>	<i>43,987</i>	<i>44,864</i>
	<i>Actual</i>	<i>39,387</i>	<i>42,240</i>	<i>44,858</i>	<i>46,080</i>	<i>46,985</i>	<i>49,301</i>	<i>50,265</i>	<i>50,388</i>	<i>50,992</i>
	<i>+/-</i>		<i>2,029</i>	<i>3,806</i>	<i>4,167</i>	<i>4,444</i>	<i>6,787</i>	<i>7,132</i>	<i>6,401</i>	<i>6,128</i>
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,496
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	40,895

Best Practices

Since the inception of the 55% completion goal, institutions have reported annually to MHEC on the programs and initiatives aimed at student success and completion. These best practices are included as comprehensive compilation in appendices to the 2012 and 2014 reports.^{11 12} These supplements encompass a number of topics, and the thematic index provided can assist institutions and other interested readers in discovering which institutions are using practices effectively in each area. Institutional practices presented in these reports focus on efforts to support degree completion.

These efforts include providing clear information to students and families regarding admission and financial aid and easing the transition to college for adult students. Institutions also report on their successful efforts to improve the transition to college and academic advising, especially in the first year. In addition, institutions report on initiatives that facilitate transfer, reduce hurdles tied to remedial education, and support faculty in revising curricula and enhancing teaching.

As a complement to the comprehensive reports collected in earlier years, MHEC required, for the 2018 reporting cycle, institutions to submit reports only if their programs and strategies (1) were newly implemented in the past year; (2) had been discontinued since the last reporting cycle; or (3) had been adopted from other institutions in the State. Seven institutions and the Maryland Independent College and University Association (MICUA) submitted reports, which are included in Appendix B of this report. These are presented unedited by Commission staff.

College Completion Summit

MHEC will be holding its biennial College Completion Summit in April 2019. This will be a day-long event highlighting Maryland's progress to the 2025 55% completion goal. It will be a forum for representatives from all segments of education (including K-12), economic and workforce development, and other stakeholders, to share best practices regarding college completion initiatives that are currently underway in Maryland and to hear from experts on best practices in other states that may be replicated in Maryland.

Conclusion

The number of associate and baccalaureate degrees awarded by Maryland's colleges and universities continues to exceed the target of the model, suggesting that Maryland will achieve the 55% completion goal by 2025. Public and independent institutions display their ongoing commitment to the goal through a variety of programs, discussed in the appendix of this and

¹¹ Maryland Higher Education Commission, December 2014, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal – Appendix."

http://mhec.maryland.gov/publications/Documents/Research/2014Studies/2014_Best_Practices_Appendix.pdf

¹² Maryland Higher Education Commission, December 2012, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal – Appendix".

<http://www.mhec.state.md.us/publications/Documents/Research/2012Studies/2012%20Best%20Practices%20Completion%20Appendix.pdf>.

earlier editions of this report. Continued and sustained growth in the number of degrees awarded has a positive effect on degree attainment.

The Maryland Higher Education Commission will continue to report annually on the progress toward the targets. The degree attainment model and its related targets will be reevaluated again in 2022. In the meantime, the Commission will continue to coordinate and support efforts to promote degree enhancement, in concert with colleges and universities and other stakeholders, in pursuit of the State's educational goal.

APPENDIX A – TABLES

Table 1: Trends in Retention and Graduation Rates
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES
All Students

Percent enrolled at original campus or graduated from **any** campus after:

Cohort	N	One Year	Two Years	Three Years	Four Years		Five Years		Six Years	
					Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
1996	11,066	80.3	69.7	64.7	30.0	30.4	8.4	53.0	3.5	59.3
1997	11,612	81.8	70.7	66.4	29.3	33.0	8.2	54.8	3.3	61.1
1998	12,154	81.9	70.7	66.7	30.4	32.5	8.1	55.4	3.3	62.1
1999	12,037	81.7	71.8	67.8	29.1	34.2	7.9	56.4	3.1	62.6
2000	12,319	81.5	71.9	68.0	27.8	35.9	7.4	57.9	2.8	64.0
2001	13,454	82.6	72.0	68.2	25.7	37.9	6.3	58.5	2.6	64.2
2002	13,165	81.1	70.9	67.5	25.3	38.3	6.7	58.8	2.7	64.3
2003	13,250	81.3	71.3	67.9	25.0	39.0	6.6	59.2	2.9	64.7
2004	13,610	80.8	70.8	66.6	25.3	38.7	6.9	58.5	3.0	64.1
2005	13,788	79.8	69.4	66.1	22.8	40.2	6.8	58.2	3.2	63.3
2006	14,492	78.5	68.7	65.5	24.8	37.4	7.2	55.8	2.9	61.6
2007	14,799	81.0	70.5	67.5	25.0	38.9	6.9	58.3	2.9	63.8
2008	15,100	80.8	70.9	66.8	25.2	38.4	6.9	58.3	2.8	63.7
2009	14,666	81.5	72.3	69.0	24.7	40.6	6.7	60.5	2.7	66.1
2010	14,262	82.0	72.3	68.9	25.0	40.5	7.0	59.8	2.6	65.5
2011	13,735	82.5	73.4	70.6	24.6	42.5	6.1	62.5	2.3	67.4
2012	13,566	82.8	74.8	71.4	23.5	44.8	6.2	63.9		
2013	13,745	85.1	76.0	72.8	23.6	45.8				
2014	14,074	83.8	75.2	72.3						
2015	14,021	82.4	74.0							
2016	14,922	83.0								

* Cohort sizes include UMUC in the total.

Source: MHEC Enrollment and Degree Information Systems

**Table 2: Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students Statewide Count
1995-2015**

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	11,336	35.8%	2.3%	13.1%	18.1%	6.4%	21.0%	10.1%	8.7%	24.4%
1996	10,905	35.1%	2.7%	12.7%	17.6%	6.3%	20.4%	9.7%	8.2%	23.9%
1997	11,420	36.2%	2.8%	12.9%	18.1%	6.5%	20.1%	11.3%	8.5%	23.8%
1998	11,770	35.0%	2.1%	12.2%	19.1%	5.8%	19.4%	12.0%	8.2%	22.9%
1999	12,492	35.5%	2.3%	13.1%	18.9%	6.3%	20.2%	11.5%	8.6%	23.6%
2000	12,303	37.3%	2.0%	13.5%	19.3%	6.5%	21.0%	11.9%	8.6%	25.4%
2001	12,919	36.9%	2.2%	13.0%	19.2%	6.1%	21.9%	10.9%	8.5%	25.4%
2002	13,978	37.5%	2.3%	13.8%	19.8%	6.5%	21.2%	11.3%	8.9%	25.3%
2003	14,491	37.5%	2.3%	14.4%	19.5%	6.2%	22.3%	11.0%	8.7%	26.3%
2004	14,527	37.2%	2.6%	13.9%	19.5%	6.4%	21.7%	11.9%	9.2%	25.7%
2005	14,454	37.0%	2.5%	14.6%	20.1%	6.1%	22.3%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.6%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.7%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%	11.2%	9.7%	26.1%
2013	15,339	37.3%	3.0%	14.2%	18.9%	7.5%	22.7%	10.1%	9.9%	27.2%
2014	14,301	37.9%	3.5%	14.3%	19.1%	8.3%	23.2%			
2015	13,961	36.4%	3.8%	15.4%						

Note: 2011 data have been updated to include a corrected submission from Cecil College
Source: MHEC Enrollment and Degree Information Systems

Table 3: DEGREE PROGRESS FOUR YEARS AFTER INITIAL ENROLLMENT MARYLAND COMMUNITY COLLEGES

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**
Allegany	2008	897	643	60.5%	74.5%	173	78.0%	86.1%	192	62.0%	84.4%	278	48.6%	60.4%
	2009	1,030	764	52.0%	66.1%	92	75.0%	91.3%	326	62.9%	83.1%	346	35.5%	43.4%
	2010	939	561	57.2%	72.9%	76	68.4%	81.6%	291	66.0%	84.5%	194	39.7%	52.1%
	2011	748	576	55.7%	68.6%	74	73.0%	79.7%	255	63.9%	83.5%	247	42.1%	49.8%
	2012	715	526	55.7%	70.5%	60	80.0%	90.0%	272	61.0%	85.3%	194	40.7%	43.3%
Anne Arundel Community College	2008	3,192	2,330	50.6%	73.1%	562	67.4%	86.1%	959	58.8%	87.9%	809	29.0%	46.5%
	2009	3,257	2,476	50.2%	73.7%	585	68.7%	86.2%	999	58.7%	88.5%	892	28.6%	49.0%
	2010	3,267	2,443	50.5%	72.0%	564	71.5%	85.5%	1,009	57.2%	87.2%	870	28.9%	45.2%
	2011	3,076	2,241	49.9%	72.1%	577	67.2%	84.7%	897	57.1%	86.6%	767	28.6%	45.5%
	2012	2,968	2,111	53.3%	73.8%	558	74.4%	86.7%	908	56.7%	84.1%	645	30.2%	47.9%
Baltimore City Community College	2008	1,213	714	37.7%	55.3%	26	50.0%	73.1%	188	43.1%	80.3%	500	35.0%	45.0%
	2009	1,417	928	35.5%	51.3%	99	57.6%	72.7%	201	43.3%	72.6%	628	29.5%	41.1%
	2010	1,281	817	34.0%	50.8%	60	60.0%	75.0%	257	40.1%	75.5%	500	27.8%	35.2%
	2011	1,337	762	28.7%	45.9%	64	39.1%	57.8%	187	36.9%	81.3%	511	24.5%	31.5%
	2012	965	554	40.8%	57.9%	48	58.3%	68.8%	241	47.7%	80.1%	265	31.3%	35.8%
Community College of Baltimore County	2008	3,982	2,779	41.6%	65.4%	415	54.5%	73.0%	1,226	50.9%	84.4%	1,138	26.9%	42.2%
	2009	4,870	3,416	39.9%	60.7%	459	53.2%	70.2%	1,377	50.7%	81.8%	1,580	26.6%	39.4%
	2010	5,529	3,413	39.6%	60.2%	527	61.7%	76.9%	1,337	48.7%	80.8%	1,549	24.1%	36.9%
	2011	5,283	3,159	40.5%	63.3%	532	57.0%	75.8%	1,345	50.1%	84.3%	1,282	23.5%	36.2%
	2012	5,157	3,153	40.7%	63.4%	484	57.0%	79.1%	1,440	49.4%	81.5%	1,229	24.1%	36.0%
Carroll Community College	2008	818	627	56.5%	76.4%	85	72.9%	84.7%	388	67.3%	89.9%	151	20.5%	38.4%
	2009	989	759	58.6%	76.4%	133	75.9%	85.7%	446	67.0%	88.6%	180	25.0%	39.4%
	2010	940	737	57.7%	73.1%	128	73.4%	85.9%	439	67.4%	85.4%	170	20.6%	31.8%
	2011	812	626	57.0%	75.2%	111	76.6%	86.5%	382	62.8%	86.9%	133	24.1%	32.3%
	2012	851	646	55.3%	75.5%	171	71.9%	86.0%	366	60.4%	87.4%	109	11.9%	19.3%
Cecil College	2008	704	418	43.5%	54.3%	130	68.5%	77.7%	133	42.9%	57.1%	155	23.2%	32.3%
	2009	765	441	44.7%	54.4%	163	63.2%	73.0%	126	48.4%	54.8%	152	21.7%	34.2%
	2010	568	328	31.7%	40.5%	84	44.0%	52.4%	112	42.9%	53.6%	132	14.4%	22.0%
	2011	749	431	50.3%	61.0%	145	71.0%	78.6%	161	52.8%	68.9%	125	33.2%	30.4%
	2012	572	363	45.7%	60.3%	96	70.8%	82.3%	157	46.5%	65.0%	110	22.7%	34.5%
Chesapeake College	2008	646	420	49.8%	72.9%	118	66.9%	85.6%	182	52.7%	86.3%	120	28.3%	40.0%
	2009	756	479	50.5%	69.9%	109	69.7%	82.6%	289	52.2%	77.6%	115	28.7%	40.9%
	2010	763	479	48.9%	67.8%	107	67.3%	85.0%	234	50.9%	76.5%	138	31.2%	39.9%
	2011	704	430	52.6%	68.6%	97	71.1%	81.4%	228	55.7%	77.6%	105	28.6%	37.1%
	2012	619	377	55.4%	72.4%	93	73.1%	87.1%	187	59.9%	81.8%	97	29.9%	40.2%
College of Southern Maryland	2008	2,322	1,202	51.8%	77.4%	774	56.2%	79.7%	334	49.1%	81.4%	94	25.5%	43.6%
	2009	2,039	1,093	54.1%	76.5%	641	59.8%	80.0%	357	48.7%	77.6%	95	35.8%	48.4%
	2010	1,942	1,018	53.2%	75.8%	617	59.2%	78.8%	315	46.7%	78.4%	86	34.9%	45.3%
	2011	2,091	1,073	54.5%	73.9%	668	59.0%	77.7%	328	50.0%	71.3%	77	35.1%	51.9%
	2012	2,256	1,212	61.6%	79.6%	851	67.6%	82.7%	273	53.5%	79.9%	88	28.4%	48.9%
Frederick Community College	2008	1,790	1,036	73.9%	78.7%	334	78.1%	79.6%	609	74.4%	81.1%	93	55.9%	60.2%
	2009	1,812	1,021	65.7%	78.5%	379	80.5%	85.0%	538	62.3%	81.4%	104	29.8%	39.4%
	2010	1,749	1,016	65.3%	79.2%	434	80.2%	87.8%	494	57.9%	77.7%	88	33.0%	45.5%
	2011	1,729	1,010	66.8%	80.7%	404	82.9%	90.8%	501	59.5%	79.8%	105	40.0%	45.7%
	2012	1,740	1,036	65.9%	79.8%	426	78.6%	87.8%	511	62.0%	82.2%	99	32.3%	34.3%

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**
Garrett College	2008	301	200	73.5%	86.5%	94	79.8%	95.7%	71	67.6%	83.1%	36	66.7%	66.7%
	2009	353	265	55.8%	64.5%	65	72.3%	84.6%	136	60.3%	69.9%	64	29.7%	32.8%
	2010	315	256	68.8%	80.1%	26	88.5%	96.2%	176	71.6%	86.9%	54	47.1%	50.0%
	2011	351	274	61.7%	70.4%	42	69.0%	85.7%	184	65.2%	73.9%	48	43.8%	43.8%
	2012	303	237	61.6%	70.0%	37	86.5%	89.2%	126	63.5%	78.6%	74	45.9%	45.9%
Hagerstown Community College	2008	933	671	59.2%	75.9%	180	80.0%	90.6%	298	64.4%	87.6%	193	31.6%	44.0%
	2009	939	660	59.1%	79.1%	148	70.9%	87.2%	357	66.4%	89.1%	155	31.0%	48.4%
	2010	1,076	703	50.8%	71.3%	113	75.2%	90.3%	356	60.4%	86.0%	234	24.4%	39.7%
	2011	1,025	645	54.0%	70.9%	98	78.6%	89.8%	333	63.7%	84.7%	214	27.6%	40.7%
	2012	1,017	654	52.6%	72.5%	115	76.5%	84.3%	343	62.1%	86.0%	196	21.9%	41.8%
Harford Community College	2008	1,590	1,114	54.9%	77.6%	337	73.0%	90.2%	515	58.6%	88.9%	262	24.4%	39.3%
	2009	1,666	1,217	55.8%	76.7%	393	72.5%	90.3%	535	62.1%	85.6%	289	21.5%	41.5%
	2010	1,719	1,207	59.7%	80.0%	434	74.0%	89.9%	549	61.2%	88.5%	224	28.6%	39.7%
	2011	1,722	1,220	56.5%	76.5%	445	68.1%	88.1%	543	58.2%	82.5%	232	30.2%	40.1%
	2012	1,672	1,153	59.3%	81.4%	438	70.5%	89.7%	538	61.0%	87.0%	177	26.6%	43.5%
Howard Community College	2008	1,766	1,314	54.2%	73.4%	392	64.0%	80.4%	455	60.7%	82.9%	467	39.6%	58.2%
	2009	1,855	1,390	53.1%	70.4%	413	68.8%	80.6%	476	61.8%	84.9%	501	31.9%	48.3%
	2010	1,880	1,414	49.6%	73.7%	389	67.4%	85.9%	485	60.8%	91.3%	540	26.9%	49.1%
	2011	1,673	1,220	52.4%	76.0%	339	65.8%	83.2%	445	62.9%	93.7%	436	31.2%	52.3%
	2012	1,636	1,222	52.5%	76.4%	368	67.9%	85.6%	442	64.7%	92.1%	412	25.5%	51.5%
Montgomery College	2008	3,889	2,722	51.3%	73.3%	562	70.1%	85.8%	1,240	60.8%	87.0%	920	27.1%	47.3%
	2009	4,196	3,052	52.1%	75.0%	580	70.9%	88.1%	1,362	65.7%	90.3%	1,110	25.6%	49.5%
	2010	4,324	3,202	49.8%	75.1%	806	68.5%	87.1%	1,874	47.9%	78.4%	522	28.0%	45.0%
	2011	4,019	2,919	47.5%	72.8%	581	68.5%	85.0%	1,758	46.7%	76.2%	580	29.0%	50.2%
	2012	4,207	3,049	45.6%	73.3%	848	68.5%	88.2%	1,578	44.0%	75.9%	623	18.5%	46.7%
Prince George's Community College	2008	1,831	1,145	39.7%	62.8%	126	46.8%	67.5%	605	52.7%	86.2%	414	29.3%	45.8%
	2009	2,490	1,560	39.6%	64.6%	184	59.2%	71.7%	483	54.5%	89.6%	893	27.4%	49.6%
	2010	2,830	1,666	37.3%	62.2%	203	54.2%	73.9%	548	49.6%	87.2%	915	26.1%	44.7%
	2011	2,765	1,759	36.7%	62.8%	186	46.8%	66.7%	504	53.8%	90.1%	1,069	26.9%	49.3%
	2012	2,511	1,681	36.8%	62.5%	245	48.2%	73.1%	377	50.9%	92.6%	1,059	29.1%	49.4%
Wor-Wic Community College	2008	860	569	44.8%	71.2%	77	75.3%	88.3%	261	54.8%	90.4%	231	23.4%	43.7%
	2009	967	601	45.1%	64.6%	55	72.7%	89.1%	297	57.9%	86.2%	249	23.7%	33.3%
	2010	948	594	45.3%	63.5%	66	69.7%	83.3%	293	57.3%	81.9%	235	23.4%	34.9%
	2011	875	527	45.5%	63.6%	70	71.4%	85.7%	251	57.4%	82.9%	206	22.3%	32.5%
	2012	791	501	46.7%	65.5%	83	68.7%	85.5%	241	55.6%	83.4%	177	24.3%	31.6%
TOTAL	2008	26,734	17,904	50.8%	71.4%	4,385	66.3%	82.5%	7,656	56.3%	82.1%	5,861	32.1%	49.1%
	2009	29,401	20,122	49.2%	69.0%	4,498	67.2%	82.3%	8,271	58.7%	84.6%	7,353	27.7%	44.3%
	2010	30,070	19,854	48.3%	69.2%	4,634	67.6%	83.4%	8,769	53.9%	82.3%	6,451	26.8%	41.2%
	2011	28,959	18,872	48.3%	69.3%	4,433	65.9%	82.1%	8,302	54.2%	82.1%	6,137	27.7%	42.7%
	2012	27,980	18,475	49.5%	71.2%	4,921	68.5%	84.8%	8,000	53.8%	82.4%	5,554	26.5%	42.9%

Notes:

Successful Persister is defined as students who completed at least 30 credit hours with a GPA of 2.00 or better, who have graduated and/or transferred, or who are still enrolled at the institution
Totals reflect summation of cohort data as reported by the colleges, and derived percentages based solely on the reporting institutions. These may provide an "indication" or estimate of the statewide community college success levels, but should not be relied upon as a completely accurate measure at the statewide level.

Table 4. Degree targets for public institutions, by institution (2.0% annual growth*)

Institution	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
COMMUNITY COLLEGES																	
Allegany College of Maryland	572	583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
Anne Arundel Community College	1,336	1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
Baltimore City Community College	411	419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
Carroll Community College	466	475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
Cecil College	190	194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
Chesapeake College	230	235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
College of Southern Maryland	822	838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
Community College of Baltimore County	1,703	1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
Frederick Community College	682	696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
Garrett College	96	98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
Hagerstown Community College	442	451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
Harford Community College	611	623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
Howard Community College	675	689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
Montgomery College	1,919	1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
Prince George's Community College	690	704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
Wor-Wic Community College	318	324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
Sub-Total	11,163	11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
FOUR-YEAR PUBLIC INSTITUTIONS																	
Bowie State University	606	618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
Coppin State University	378	386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
Frostburg State University	768	783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
Salisbury University	1,661	1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
Towson University	3,625	3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
University of Baltimore	516	526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
University of Maryland - Baltimore	379	379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
University of Maryland - Baltimore County	1,915	1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
University of Maryland - College Park	6,569	6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
University of Maryland - Eastern Shore	463	472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
University of Maryland - University College	3,365	3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
Morgan State University	772	787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
St. Mary's College of Maryland	441	445	450	454	459	463	468	473	478	482	487	492	497	502	507	512	7,611
Sub-Total	21,458	21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
Statewide Total	32,621	33,262	33,915	34,582	35,262	35,955	36,663	37,384	38,120	38,870	39,635	40,416	41,212	42,024	42,852	43,697	606,468

* The projected annual growth for UMB and St. Mary's College of Maryland is less than 2%. Totals for University of Maryland - University College include both associate and baccalaureate degrees.

Table 6. Target and actual undergraduate degrees awarded, community colleges.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020 -2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Allegany College of Maryland	Target		583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
	Actual	572	603	562	588	576	532	517	524	506								
	+/-		20	-33	-19	-43	-100	-127	-133	-164								
Anne Arundel Community College	Target		1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
	Actual	1,336	1,505	1,567	1,581	1,800	1,852	1,778	1,705	1,622								
	+/-		142	177	163	354	377	273	170	57								
Baltimore City Community College	Target		419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
	Actual	411	470	540	446	385	405	425	380	443								
	+/-		51	112	10	-60	-49	-38	-92	-39								
Carroll Community College	Target		475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
	Actual	466	534	557	658	656	622	614	582	507								
	+/-		59	72	163	152	107	89	47	-39								
Cecil College	Target		194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
	Actual	190	235	244	219	290	319	341	291	468								
	+/-		41	46	17	84	109	127	73	245								
Chesapeake College	Target		235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
	Actual	230	251	272	308	282	272	237	250	266								
	+/-		16	33	64	33	18	-22	-14	-3								
College of Southern Maryland	Target		838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
	Actual	822	821	990	1,082	1,215	1,193	1,123	1,272	1,262								
	+/-		-17	135	210	325	197	328	299									
Community College of Baltimore County	Target		1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
	Actual	1,703	1,854	2,132	2,086	2,020	2,200	2,174	2,133	2,131								
	+/-		117	360	279	177	320	256	177	136								
Frederick Community College	Target		696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
	Actual	682	778	846	883	847	897	981	877	882								
	+/-		82	136	159	109	144	213	94	83								
Garrett College	Target		98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
	Actual	96	98	133	105	108	107	149	111	107								
	+/-		0	33	3	4	1	41	1	-5								
Hagerstown Community College	Target		451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
	Actual	442	490	551	573	601	634	661	622	568								
	+/-		39	91	104	123	146	163	114	50								
Harford Community College	Target		623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
	Actual	611	772	834	923	903	997	1,088	1,067	883								
	+/-		149	198	275	242	322	400	365	167								
Howard Community College	Target		689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
	Actual	675	872	955	1,066	1,113	1,165	1,168	1,241	1,290								
	+/-		184	253	350	382	420	408	466	499								
Montgomery College	Target		1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
	Actual	1,919	2,183	2,383	2,318	2,374	2,662	2,553	2,611	2,577								
	+/-		226	386	282	297	543	392	407	329								
Prince George's Community College	Target		704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
	Actual	690	800	904	963	948	908	925	856	1,057								
	+/-		96	186	231	201	146	148	63	249								
Wor-Wic Community College	Target		324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
	Actual	318	371	382	470	423	368	404	397	363								
	+/-		47	51	133	79	17	46	32	-10								
Sub-Total	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932								
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853								

Table 7. Target and actual undergraduate degrees awarded, four-year colleges and universities.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Bowie State University	Target		618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
	Actual	606	683	688	739	741	801	832	713	781								
	+/-		65	58	96	85	132	150	17	71								
Coppin State University	Target		386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
	Actual	378	379	460	409	478	416	464	421	399								
	+/-		-7	67	8	69	-1	38	-13	-44								
Frostburg State University	Target		783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
	Actual	768	850	892	969	1,012	1,032	964	1,060	1,027								
	+/-		67	93	154	181	184	99	178	127								
Salisbury University	Target		1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
	Actual	1,661	1,709	1,787	1,872	1,899	1,935	1,967	2,026	1,873								
	+/-		15	59	109	101	101	96	118	-73								
Towson University	Target		3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
	Actual	3,625	3,948	4,103	4,147	4,291	4,422	4,428	4,628	4,609								
	+/-		251	332	300	367	420	346	464	362								
University of Baltimore	Target		526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
	Actual	516	631	625	670	665	694	721	755	711								
	+/-		105	88	122	106	124	140	162	106								
University of Maryland - Baltimore	Target		379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
	Actual	379	359	340	337	337	333	399	416	433								
	+/-		-20	-40	-43	-44	-48	18	34	51								
University of Maryland - Baltimore County	Target		1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
	Actual	1,915	1,905	2,140	2,230	2,250	2,432	2,521	2,572	2,578								
	+/-		-48	148	198	177	318	364	372	334								
University of Maryland - College Park	Target		6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
	Actual	6,569	6,987	7,043	7,192	7,279	7,166	7,253	7,292	7,559								
	+/-		287	209	221	169	-87	-145	-254	-138								
University of Maryland - Eastern Shore	Target		472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
	Actual	463	506	627	514	585	577	574	514	482								
	+/-		34	145	23	84	66	53	-18	-60								
University of Maryland - University College	Target		3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
	Actual	3,365	3,555	4,280	4,631	4,715	6,197	7,112	7,413	7,971								
	+/-		123	779	1,060	1,073	2,482	3,322	3,548	4,028								
Morgan State University	Target		787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
	Actual	772	813	902	976	922	933	902	970	1,153								
	+/-		26	99	157	86	81	33	83	248								
St. Mary's College of Maryland	Target		445	450	454	459	463	468	473	478	482	487	492	497	502	507	512	7,611
	Actual	441	410	444	450	432	427	432	414	345								
	+/-		-35	-6	-4	-27	-36	-36	-59	-133								
Sub-Total	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921								
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881								

Totals for University of Maryland - University College include both associate and baccalaureate degrees and consist of stateside and overseas figures.

Table 8. Cumulative targets and actual degree awards for all sectors.

Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932								
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853								
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921								
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881								
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680	6,706	6,859	7,022	7,189	7,365	105,805
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915								
	+/-		-107	-166	-221	-468	347	191	-278	-495								
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334	334	334	334	334	334	6,762
	Actual	668	694	372	233	443	231	231	284	224								
	+/-		26	-296	-435	27	-103	-103	-50	-110								
<i>Annual Total</i>	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864								719,035
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	50,992								
	+/-		2,029	3,806	4,167	4,444	6,787	7,132	6,401	6,128								
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601								719,035
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,496								
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	40,895								

APPENDIX B – INSTITUTIONAL REPORTS

Introduction

This appendix is a supplement to the 2018 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. For the 2018 report, public colleges and universities were asked to submit materials only if their programs and strategies (1) were newly implemented in the past year; (2) had been discontinued since the last reporting cycle; or (3) had been adopted from other institutions in the State.

As noted in the report narrative, a more detailed appendix of institutional best practices can be found in the 2014 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. It is indexed and organized within the fifteen common themes that emerged from an analysis of the best practices. This resource may help educators identify and adopt practices that can be transplanted to their campuses.

COMMUNITY COLLEGES

Baltimore City Community College

FY 2018 Best Practices and Annual Progress toward the 55% Completion Goal

Baltimore City Community College (BCCC) has engaged in a number of practices that impact the College's and the State's 2025 completion goals.

Recent Increases in Awards

FY 2018 saw increases across all awards: 656 total degrees and certificates were awarded, an increase of 34.4% from FY 2017. The College has placed a greater emphasis on its career and guided pathways, stackable credentials, and targeted academic advising for students with one or two courses left to complete. Through Hobsons communications tools, staff can reach more students in a timely way to encourage degree audits, advising, and remind them of key information related to graduation requirements and dates. In addition, the College has implemented new strategies through partnership programs, streamlining developmental education, and increasing access through online offerings and Open Educational Resources (OER).

Guided Pathways

The College has adopted several practices for redesigning programs and support services utilizing the guided pathways model including the following.

- Help students with career exploration and goal-setting from the start.
- Require every student to have a clear roadmap to completion, transfer, and career pathway.
- Ensure that program learning goals are clearly articulated and aligned with requirements for success in transfer and employment options (engaging employers and senior institutions).
- Simplify choices for students, using education plans and program maps that are required of every student but that students can customize with support from an advisor.
- Provide students predictable course schedules to better facilitate graduating on-time.
- Redesign the new-student intake process to help entering students who are undecided about a major to choose a field of study as quickly as possible.
- Integrate teaching of foundation skills into college-level concierge courses for major program areas to enable academically unprepared students to successfully enter a program of study as soon as possible.
- Monitor student progress on their program plans, providing frequent feedback and support as needed.
- Build bridges into College programs from high schools and continuing education feeders.

Mayor's Scholars Program

The implementation of the Mayor's Scholars Program (MSP) in AY 2018 - 2019 is a result of the strong collaboration between BCCC, the Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this innovative last-dollar scholarship program, BCPSS high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, maintain at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes. The seven-week comprehensive program included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; participated in enrichment activities; and enrolled in PRE 100 (Preparation for Academic Achievement - one credit) and one other credit course based on their major. The PRE 100 course was well-received by the students; 100% reported

they would recommend the course to a friend, 98.8% would recommend BCCC to a friend, and 85.5% reported they could use the skills learned in PRE 100 in other courses.

Year Up

Baltimore's was the first college-based Year Up pilot and BCCC has continued its partnership with the Year Up program, a one-year intensive technical and professional skills development experience serving predominantly low-income 18 to 24 year-olds who have a high school diploma or GED. Participants receive six months of college credited skills at BCCC and a six-month paid internship with an organization (including Johns Hopkins, T. Rowe Price, Morgan Stanley, Constellation Energy, and Bechtel). The fall 2018 cohort increased by over 30 students from the fall 2017 cohort. At the end of the year-long Year Up program which includes, students are invited to continue their studies at BCCC while continuing their employment.

P-TECH

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

Open Educational Resources

An initiative was begun in spring 2017 to expand the use of Open Educational Resources (OER). OER is part of a state and nationwide effort to reduce college costs for students by employing cost-free resources such as e-textbooks, videos, lessons, and assessments. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College completed its first implementation year of three OER mini-grants from the University of Maryland's Kirwan Center for Excellence to create and offer PRE 100, PSY 101 (Introductory Psychology), and BIO 102 (Principles of Biology) course sections designated as "Z-courses." All PRE 100 sections are now "Z-courses" (for zero-cost for textbooks).

The OER Task Force, co-chaired by the College's Chief of Staff and the Director of E-Learning, meets periodically to discuss allocation of resources, share strategies, and create educational opportunities to increase faculty development of OER-based courses. The task force encourages pursuit of Maryland Open Source Textbook (M.O.S.T.) development grants (<http://www.usmd.edu/cai/most-initiative-awards-29-mini-grants-18-maryland-public-higher-education-institutions>) which have been awarded to several BCCC faculty over the past two grant years. The task force helped facilitate the College's first OER Institute, a four-day training opportunity, in June 2017 for faculty. In fall 2017, the College offered 132 sections of OER courses and a campaign was launched to educate all BCCC constituents about OER courses, known as "Z-courses."

This initiative was implemented following a "data forward" strategy with several opportunities for collecting feedback and other data built into the timeline. Using the Quality Matters Curriculum

Standards, faculty started with the learning outcomes for their courses, then obtained OER materials to meet those learning goals. Student assessment of the learning outcomes was incorporated into selected assignments and tests during the course redesign phase. The designation as “Z-courses” made them identifiable to students when registering and for staff to develop grade distributions. Both students and faculty were surveyed during the semester to gauge the level of satisfaction with the course and the ease of use of the materials. Combining all data points generated a full picture of student savings, success, and student and faculty comfort or challenges with the transition to “Z-courses.” Faculty members’ review of the data has resulted in many discussions regarding content and presentation. The shift to OERs has not only replaced the traditional textbook in many classrooms, but has also changed the teaching dynamic and strategies with access to more free materials requiring no permission from the publishers. The spring 2018 Learning With Technology student survey (n=135) showed that 96.6% would enroll in another “Z-course.” Faculty surveys were conducted and 60.8% felt that OERs increased learners’ engagement with the lesson content (n=23). The numbers of Z-course sections and offerings has expanded; in fall 2017, 132 sections of Z-courses were offered.

Online Courses and Programs

The following degree programs can be completed entirely online or in combination with face-to-face classes: Accounting; Allied Human Services, Arts and Sciences – Psychology, Business Administration Transfer, Business – Management, Early Childhood Education, General Studies Transfer, Health Information Technology, Law Enforcement and Correctional Administration, and Legal Assistant. The Coding Specialist Certificate can also be completed online or in a combination of traditional and online courses. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. The spring 2018 Learning With Technology student survey (135 respondents) showed that 80.0% of online students felt they were part of a community. New and returning faculty are offered expanded training opportunities through the E-Learning Office.

Streamlining Developmental Courses

The College streamlined developmental reading and English courses into combined RENG courses. Students testing into the lowest levels would now have just three RENG courses to complete rather than six reading and English courses. This shift has resulted in improved four-year developmental completion rates. Beginning with fall 2018, RENG 90 will no longer be offered. Special sections of RENG 91 will be designated for students whose placement test results indicate the need for RENG 90. Pass rates in RENG 91 and RENG 92 have increased from fall 2012 to fall 2017 by 19 percentage points and 23 percentage points, respectively. All RENG courses are accelerated hybrid courses allowing students who test into RENG 92 to take RENG 92 and ENG 101 in accelerated sessions within the same semester.

The College created MAT 86, a course combining arithmetic and introductory algebra in order to reduce the number of developmental courses. The prerequisites for MAT 107 (the first college-level math course for most students) were changed so that students who pass MAT 86 can go directly into MAT 107. This created a STEM and non-STEM pathway to help students complete their math requirements sooner. BCCC also streamlined its MAT 87M course that combines the upper two developmental math courses for non-STEM majors. In summer 2017, OERs were offered to all face-to-face developmental math sections and MAT 86M was added as a modularized self-paced curriculum with online and instructor support in a computer lab. ALEKS was introduced in MAT 86M as a means to allow students to complete the course faster (self-paced) so that they might take another math course in the same semester. In fall 2017, the course pass rate in 86M was 20 percentage points higher than that of MAT 86 (not modularized). The accelerated and streamlined sessions are offered in MAT 92 and MAT 107 enabling students testing into the highest level of developmental math to complete both courses in the same term.

Wor-Wic Community College

FY2018 Best Practices and Annual Progress toward the 55% Completion Goal

Wor-Wic Community College (WWCC) is engaged in a number of strategies and practices that impact state and institutional 2025 degree completion goals. As directed in the July 30th memo from Dr. Fielder, we are only providing information on new programs/strategies since our last submission.

➤ **Accelerated Math – ALiS Grant (New Initiative)**

Description: Wor-Wic has built upon successful acceleration methods in other math and English subjects by adding accelerated statistics courses. The accelerated pathway combines Elementary Algebra for Statistics (MTH 092S) with Elementary Statistics, Accelerated (MTH152S) to advance students quickly through the developmental algebra required for success in college-level statistics (e.g., solutions to linear equations, algebraic applications, operations with polynomials and graphing linear equations). Students receive five total credits for both courses, and acceleration allows them to spend less time in developmental math while at the same time completing Elementary Statistics, a key course for students pursuing transfer degrees.

Thanks to the ALiS (Adaptive Learning in Statistics) grant Wor-Wic is now using Acrobatiq, a sophisticated adaptive learning platform developed at Carnegie Mellon University, in its statistics courses. Participants in the ALiS grant agree to utilize Acrobatiq in their entry-level Statistics courses. The platform, which has a rich library of content and active learning activities, serves to unify content, improve learning outcomes without increasing cost (the platform takes the place of the text) and facilitates the transfer of credit between institutions. The ALiS grant is funded by the Bill and Melinda Gates Foundation. The project leadership team includes ITHAKA, The Kirwan Center for Academic Innovation (USM), and Transforming Post-Secondary Education (TPSE) in Mathematics.

➤ **TRIO Veterans Upward Bound (New Initiative)**

Description: Wor-Wic received a \$1.32 million dollar TRIO Veterans Upward Bound grant (\$264,000 a year for five years) to support veterans on the Lower Eastern Shore. The purpose of Veterans Upward Bound is to prepare, motivate and assist military veterans in the development of academic and other skills necessary for acceptance into and success in a program of postsecondary education. Like our TRIO Student Support Services program there is a staffing model associated with the program to provide intensive assistance to current and new first generation and low-income students

I certify that this information has been updated for FY2018.

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PUBLIC FOUR-YEAR INSTITUTIONS

Bowie State University

The following *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*, was prepared at the request of the Maryland Higher Education Commission (MHEC). This document contains either new programs/strategies or discontinued initiatives since the 2015 submission. Comments are also provided on the MHEC degree target for Bowie State University.

Enhancements:

Affordability Issues / Financial Aid –Bowie State University continues its commitment to increase institutional **need-based financial aid**. Since FY 2010, need-based institutional aid awarded increased from \$1.78M to \$3.06M in FY 2017. FY 2017 institutional merit aid, which also supports needy students, totaled \$2.51M. In 2007, 69 percent of Bowie undergraduates received some form of financial aid. In 2017, that figure stands at 80 percent. Trends in institutional aid are below.

Trends in Institutional Financial Aid

	Fiscal Year				
	2013	2014	2015	2016	2017
Institutional Need-based Aid	\$2,081,501	\$3,079,128	\$2,843,934	\$3,062,358	\$3,061,227
Other Institutional Scholarships	\$2,389,284	\$2,409,954	\$2,399,048	\$2,508,507	\$2,512,526

Source: FAIS

Academic Advising / Student Support Services - The **Bulldog Academy** changed to the *Bulldog Scholars Academy* in FY 2017 to reflect a significantly revamped curriculum while maintaining its core mission to “jump start” freshmen and familiarize them with college life and expectations. The program includes Freshmen Seminar and an appropriate mathematics course based on student placement and major.

The 2017 Bulldog Scholars Academy provided first-year students with interdisciplinary learning communities intended to inspire, engage, and empower. All 81 students took a credit-level math course and Freshmen Seminar. Three different math classes were offered based on major requirements and students’ SAT and placement scores. Of the 28 students enrolled in College Algebra, 54% passed with a C or better. Thirty-five were enrolled in Pre-Calculus with 51% passing with a C or better. The remaining 18 students enrolled in Math Ideas with 78% passing. The Freshmen Seminar class was broken into two components – campus orientation and critical reading and inquiry. All students engaged in a final project integrating seminar and co-curricular experiences. Ninety-eight percent passed with a C or better. At the end of their first academic year, 2017 Bulldog Scholar Academy participants earned more credit hours and have comparable cumulative GPAs at the end of the first year when compared to the non-participating freshmen.

Bowie State University – Degree Targets

As described in previous reports, past enrollment levels and degree trends provide a positive outlook for BSU’s contribution to the completion agenda. Since 2010, Bowie State University has awarded 6,587 degrees, 677 more than MHEC’s projections of 5,910 (See Table 1).

Table 1: Trends in BSU Degrees Awarded Compared to MHEC Degree Projections

	Fiscal Year					
	2013	2014	2015	2016	2017	2018
BSU Actual Bachelor's Degrees	739	741	801	833	713	783
MHEC Degree Projections	643	656	669	682	696	710
Actual minus Projection	+96	+85	+132	+151	+17	+73

The growth in efficiency can be linked to increasing the number and throughput of new freshmen and transfer student cohorts. The sustained focus on retention and progression through various University programs and individual attention have contributed to increasing number of graduates. Continued growth in degree production is anticipated through 2025. Since fall 2016, freshmen cohorts have grown to at least 898 (fall 2018), 300 more than in fall 2014. While the number of new transfer students has been flat (577 fall 2018), four-year graduation rates have increased to almost 50 percent.

The goals and objectives outlined in the Bowie State University's *2019-2014 Strategic Plan* builds on the university's historical mission and its strengths and outlines five goals in the areas of academic and co-curricular excellence, student success, academic and administrative innovation, a campus culture of diversity, inclusion and civic engagement and long-term institutional viability. Many of the objectives in the *2019 – 2024 Strategic Plan* support long-term growth in retention and graduation rates for first-time freshmen, new transfer students and new graduate students. Institutional effectiveness indicators track retention and graduation rates for each of these groups.

In conclusion, Bowie State University has committed resources and staff to contribute to the State's 55% completion goal. These strategies address challenges related to affordability, academic advising/student support services and academic transformation. The systematic practices in place at BSU are informing business practice, impacting decision making, and improving student progression.

Frostburg State University
Report on Best Practices and Annual Progress toward
Achieving the 55% Completion Goal
September 2018

The following report is a summary of Frostburg State University's (FSU) best practices that address the following MHEC-identified goals:

- Increasing the number of enrolling students
- Increasing the proportion of enrolled students who persist to the second year
- Increasing the proportion of enrolled students who earn degrees
- Reducing the achievement gap

Newly established programs are listed as they relate to each of the four goals above. The final section of the report summarizes programs that were discontinued over the reporting period.

New Programs and Strategies

Increasing the Number of Enrolling Students

- In the fall of 2017, the Office of Admissions established a new Customer Relationship Management (CRM) tool from Target X that greatly enhances FSU's ability to communicate with prospective students through automated messaging and event management modules. The first group to be recruited utilizing the new CRM system included high school students who graduated in 2018.
- The construction of the Education and Health Sciences building will provide state-of-the-art, technologically based classrooms and learning environments for nurses, health professionals, teacher educators, and the growing fields of exercise and sports science and athletic training. This new facility will build upon Frostburg's commitment to graduating highly qualified teachers and will provide a new and modern health facility to meet the needs of the university's student population.
- In the spring of 2018, FSU began demolition to clear the way for its first new residence hall in more than 40 years. Construction of the new residence hall began in the summer of 2018, with completion scheduled for 2020. Frostburg expects this new facility and improvements to current residence halls will help to attract students to the university and will integrate effectively with on-campus housing requirements for incoming first-year students in an effort to better promote their academic success.
- Frostburg State University has received approval from the Maryland Higher Education Commission (MHEC) to offer new concentrations in its online Master of Business Administration (MBA) program. In addition to the current MBA concentrations, approval has been granted to offer concentrations in health care management and business analytics,

which are both designed to better meet the needs of the business community. FSU consulted two primary regional employers - one in data analytics and another in health care - to gain deeper insights into the employment market and seek curricular input. Both employers agreed these specialized skill sets will enhance the marketability of FSU's MBA graduates and keep pace with the growing demand for graduates with deep analytical skills, given policy changes in the health care field and the dynamic environment of management overall.

- In August 2017, Frostburg received approval from the University System of Maryland (USM) and MHEC to offer two additional concentrations within the Master of Science in Nursing (MSN) program beginning in fall 2018: Family Nurse Practitioner (FNP) and Psychiatric and Mental Health Nurse Practitioner (PMHNP). These concentrations will help to fill the primary care provider shortage (especially in rural, underserved areas) and provide a pipeline of health care professionals who can treat addictions. The MSN nurse practitioner programs are particularly ideal for students living in rural southwestern Pennsylvania, the Potomac Highlands of West Virginia, and Western Maryland.
- Approval has been obtained from both USM and MHEC for Frostburg to develop a Master of Science in Physician Assistant (PA) Studies in collaboration with the University of Maryland, Baltimore that will focus on educating PAs dedicated to practicing medicine in rural and medically underserved communities. Pending a successful accreditation site visit in October 2018, FSU will be admitting its first PA cohort in the summer of 2019.
- Frostburg has helped to address low-credit accumulation by encouraging its students to take at least 15 credits per semester, beginning in their first term. As a result, the average credits attempted for first-year students at FSU increased from 15.1 in fall 2016 to 15.6 credits in fall 2018.

Increasing the Proportion of Enrolled Students Who Persist to the Second Year

- An advising task force comprised of faculty and staff was created to assess current advising procedures and explore best practices. Frostburg will participate with the Excellence in Academic Advising (EAA) process, co-sponsored by the National Academic Advising Association (NACADA) and the Gardner Institute. The university is one of 12 charter institutions selected nationally to work with NACADA and the Gardner Institute to refine, validate, and establish the aspirational standards for colleges and universities and to evaluate and improve academic advising.
- Frostburg began offering Intermediate Algebra (a gateway course for students who are required to take an algebra-based mathematics course) online to first-year students in the summer of 2017. The summer 2017 pass rate (92.3%) exceeded that of regular-term offerings of the course and remained high (90.4%) in summer 2018, allowing for more students to progress to mathematics courses appropriate for their majors. This effort will be expanded in summer 2019 by offering an additional section available to all returning students.
- The university revamped its approach to working with academic probation students by using protocols developed by the Stanford University College Transition Collaborative, which has

led to increased numbers of probation students transitioning to good standing. The revised communications emphasize probation as a process rather than a label and assure students they are not alone in the probation process.

Increasing the Proportion of Enrolled Students Who Persist and Earn Degrees

- Frostburg received USM enhancement funding in FY 2017 to become an early adopter of *HelioCampus*, an analytics software platform that provides the university with real-time data to better analyze enrollment trends, academic programs, and other metrics. Access to this information has also improved academic departments' ability to make data-informed decisions to improve student outcomes and success. The information provided by *HelioCampus* is also critical across divisions to address questions about student recruitment, persistence, and graduation.
- Utilizing *HelioCampus*, the University conducted a review of summer-term courses to better assess data on course demand, enrollment, section size, and success rates as well as determine the most appropriate course offerings to help students progress efficiently to graduation. Based upon this analysis, 15 courses were added to the summer 2018 schedule, including many obstacle courses that were identified through *HelioCampus*. This contributed to overall student headcount and credit hours earned in that term increased significantly.
- In early 2018, FSU partnered with *ReUp Education* to re-enroll students who had failed to persist at the university. *ReUp* provided coaching to students who had neither graduated from FSU nor enrolled at another institution in order to help facilitate paths to graduation at Frostburg. In the fall 2018, ten students were readmitted through engagement with *ReUp Education*.
- Beginning in AY 2017, students who transferred to FSU without a declared major were assigned to the Center for Academic Advising and Retention (CAAR) office, whose staff served as these students' academic advisors and provided a welcoming connection to the campus. Twenty new transfer students were served through CAAR; seven of which were African-American.
- In January 2018, Frostburg State University was chosen by the University System of Maryland to participate in the ALT-Placement Project to explore alternatives to the high-stages exam for placing entering students in mathematics courses. As part of this initiative, FSU is working on the implementation of an alternative placement process using the ALEKs adaptive learning tool to provide an individualized experience for every student based on their unique strengths and weaknesses. The ability to assist students at all levels results in significant improvements in retention, success, and confidence.

Reducing the Achievement Gap

- The Academic Success Network (ASN) and the Athletics Department collaborated on several initiatives to help address the gender-based retention gap within its African-American student population, given that a large percentage of African-American male

students participate on athletic teams. The Athletics Department provided detailed playing and practice schedules for each sport to athletes' advisors to assist with academic planning. In addition, each sport sent a list of recruited athletes who planned to register so that advisors were aware of them. In turn, ASN connected coaches to Beacon and provided the results of the First-Year Student Progress Survey to coaches so they were aware of any alerts their athletes receive through each of the early-alert systems.

- Frostburg has identified a number of obstacles that may contribute to the gap between African-American and overall student graduation rates, one of which being financial issues. In response, the university created an Unfinished Business grant intended for sophomores and upper-classmen who are experiencing difficulty paying student bills and who have exhausted financial aid for the year.
- Utilizing the *Starfish Course Explorer* student success platform, the ASN staff is currently identifying courses that appear to have higher DFW rates for African-American students relative to other students and exploring possible unintentional barriers that could be eliminated (e.g., cost of course materials, course policies, and access to support resources).
- Beginning in 2017, FSU partnered with the College Bound Foundation to assist with the Last Dollar Grant/College Completion program. The CAAR office worked with students in the College Completers cohort to provide additional support and outreach. Ten of 11 students in the 2017 cohort returned for the fall 2018 semester.

Discontinued Programs since Previous Submission (2015)

- Frostburg State University has discontinued its partnership with Ruffalo Noel Levitz Higher Education Consulting.
- The Academic Enrichment Series was discontinued due to lack of participation and student persistence outcome measures.

Salisbury University
2018 Update to Maryland Higher Education Commission on
Best Practices and Annual Progress toward the 55% Completion Goal
October 1, 2018

Growth in Conferral of Undergraduate Degrees: In AY2017-2018, Salisbury University awarded 1,873 undergraduate degrees. Although this number of graduates represents a 20% increase relative to 10 years prior (AY2007-2008), the production of undergraduate degree conferrals declined slightly over the past few years reflecting a slight contraction in undergraduate enrollment and significant growth in graduate enrollment. However, Salisbury University's total undergraduate degree production since AY2009-2010 (16,886 degrees awarded) has exceeded MHEC's projected undergraduate degree target total over that time frame (16,297 degrees). In AY2017-2018, the largest numbers of degrees were awarded in the following undergraduate programs: Exercise Science, Communication Arts, Psychology, Social Work, and Biology.

Campus-Wide Implementation of the Educational Advisory Board's (EAB) Student Success Collaborative: Salisbury University has been working with EAB to support student success and degree attainment since Fall 2014. EAB uses 10 years of institutional data on degree-seeking students to develop a predictive model that informs the likelihood of success for our current students (*e.g.*, the likely success of a student in a particular major given their performance in specific courses). Salisbury University academic advisors have access to a dashboard that includes the data-informed risk score (red, yellow, green for success in a particular major), percentage course completion, overall skills assessment, and progress in critical courses. The platform also includes a Notes feature where advising interactions are tracked. Student Affairs professionals including Career Services, the Center for Student Achievement, Multicultural Student Services, TRiO, and Residence Life also have access to the platform, allowing them to interact and become more connected to the advising process.

A robust query feature allows us to focus on groups of students and targeted outreach efforts which have included:

- Working with pre-nursing students who have missed critical thresholds to create an alternate plan including career goals and selection and orientation of alternative majors;
- Connecting 'undecided' students who are approaching 45 credits with Career Services to help guide their selection of major;
- Reaching out to high-achieving students in particular programs who are eligible for scholarships, undergraduate research opportunities, and tutor recruitment.

Salisbury University will be moving to an upgraded version of the SSC platform in fall 2019 that will include a student-facing app to further increase communication among students, faculty and support staff.

Addition of Professional Academic Advisors: Until a few years ago, students at Salisbury University received academic advising from faculty (including department chairs) with support

from advising services coordinators (ASCs) within each school. The ASCs support advising, policy development and implementation, coordination with other campus services, and student success, but have limited direct advising responsibilities. In fall, 2014, the University hired a professional advisor to work with its undecided students. In addition to providing one-on-one advisement, the new academic advisor created a Living-Learning Community, marketed to incoming students, organized a dedicated session for Orientation, and offered workshops on career planning and decision making. Assessment of the impact of this position indicated that students were more satisfied with their advising experience and that more students were declaring a major by the end of their second semester than ever before.

The impact of this academic advisor dedicated to undecided students drove interest in additional academic advising staff. Surveys were distributed to faculty, students, and alumni, focus sessions with academic units were held, and best practices nationally were researched. In fall 2016, five academic advisors were hired to work primarily with incoming first-year students. Their caseload is approximately 300 students per advisor and they work with individually with advisees to ensure that students have a strong first-semester schedule, devise a four-year plan, become familiar with advising and registration technologies, and transition well from high school to college.

Centralized Academic Advising Center: An Academic Advising Center was established in fall 2016 which houses the Advising Services Coordinators and Academic Advisors. Entering students are assigned to specific advisors for their first year and move on to a faculty advisor when they enter their sophomore year. However, all University students have access to the advising staff, and prospective students can utilize their services as well. In its first year, 3,216 unique students were served by the Academic Advising Center: 1312 First-Year Students; 1008 sophomores; 413 juniors; 458 seniors; 16 undergraduate second baccalaureate; and 9 graduate students.

Pre-Registering First-Year and Transfer Students: In order to decrease time to graduation and enrollments in courses not directly related to students' programs of study, Salisbury University implemented a new approach to onboarding students in spring 2015. This approach included pre-registering students in required and elective courses based on a questionnaire in which students indicated their previous coursework, academic interests, career goals, and extra-curricular activities (*e.g.*, employment, family obligations, athletics, etc.). Professional academic advisors use those answers to build a first-semester schedule that places students on a track to graduate in a four-year period. This includes ensuring that students are placed in an appropriate math and pre-requisite courses (when applicable) and that they are registered for between 14 and 16 credits thereby building momentum to graduation after four years.

Four-Year Curriculum Guides: In 2016, detailed four-year plans were developed to map out the suggested course of study for each major at Salisbury University. Prerequisites and critical courses are highlighted, and suggested grades (based on historical data) are shared. They are displayed in an inclusive list on Salisbury University's website: <https://www.salisbury.edu/administration/academic-affairs/guides/index.aspx>. In addition, each academic program has its own landing page, and they are included there as well. Academic advisors utilize these to create a plan of completion with each of their advisees.

Sea Gull Scheduler: In 2016, Salisbury University adopted technology that allows students to streamline their registration process by easily inputting preferred courses, blocking off break times, and instantly generating alternative potential schedules. The goal is to maximize credit hours and set students up for success by working with increasingly complex and demanding out-of-class commitments.

University of Baltimore

2018 Update to Maryland Higher Education Commission Best Practices and Annual Progress toward the 55% Completion Goal

September 28, 2018

Based on a successful MSCHE accreditation, development of a new strategic plan and ongoing institutional assessment, the University of Baltimore has eliminated one program and initiated several new initiatives since the 2016 Stride to 55 report. Changes were designed to increase enrollment by improving access, support, and college completion. The implementation of these new initiatives has resulted in a 9% increase in FTFT (first time full time students) retention.

Eliminated Programs or Strategies Since Last Report

Early College Initiatives

In Fall 2016, UB partnered with CCBC to establish a Freshman Transition Program (FTP) with the purpose of improving access to students who fall significantly below our admissions academic criteria. While the goal was for 100% of FTP students to eventually enroll at UB fewer than 22% in the Fall 2016 and Fall 2017 cohorts matriculated, and thus the program was discontinued. The least prepared FTP students struggled in their developmental coursework, particularly math, often entering at the lowest levels and needing more than 2 semesters to complete math requirements. The FTP program was not aligned with the freshman student who succeed at UB.

Instead, we continue to expand and enhance our Summer Achievement Institute (SAI), now in its seventh year. Participants in the 2017 summer cohort had the highest first-semester GPA since the program began – 3.05 GPA for Fall 2017. Given that first-year GPA is the strongest predictor for graduation at UB, we continue to support this successful program.

Cohort	Participants	Completion Rate	Matriculated to UB
2017	27	23 (85%)	21 (91%)
2018	27	26 (96%)	25 (96%)

New Initiatives

Enhanced Academic Advising

- 1. Instituted Milestone Advising:** Historically, UB has only provided mandatory advising for freshmen and transfer students in their first semester and to students with academic difficulties. Utilizing best practices, in fall 2017 UB initiated mandatory milestone advising at 45, 60, and 90 credit completion. Milestone advising is now anchored by three specific touch points and aligned with personal, professional and academic goals.

- 2. Enhanced Adviser-Advisee Mapping and Advising Notes:** Ensuring students know their academic adviser and how to contact them is key to student success. Students can now find their adviser information including name, office location, phone, and email when they log into their portal, as well as in their “My UB” student center. Additionally, advisers are now able to access a complete list of their advisees in one central location and can conduct outreach with students from their “My Advisees” PeopleSoft screen. Enhanced advising notes allows advisors to document detailed student notes regarding outreach efforts, early alert communications, mandatory advising meetings, and retention communications.
- 3. Developed Guides to Graduation:** Guides to Graduation provide the in-depth information necessary to assist students in planning their undergraduate academic career. Each contains contact information, important resources, a program checklist and a suggested four-year plan of study. Guides are in PDF format and are now posted on each program’s web page.
- 4. Initiated EAB SSC Universal Campaigns:** UB is one of nearly 500 universities that is a part of the Education Advisory Board’s Student Success Collaborative (EAB SSC), which enables us to use the SSC, a tool that combines technology, research, process improvement, and predictive analytics to help institutions positively impact outcomes for at-risk students. The UB advising team launched five student communication campaigns through EAB year to help our students stay on track.

Enhanced Academic Support

- 1. Expanded Math Support:** Spring 2018 saw the creation of a new drop-in math tutoring center in the library to support students needing assistance in foundational and general education math and statistics. Previously, tutoring was provided only to students in foundational math. The expansion of the new center was a response to increased demand for strong and widely available math support. Peer tutors are trained and certified to provide support for math and also support upper-division courses using quantitative literacy skills that are traditionally challenging.
- 2. Expanded Embedded Support Programs:** A new focus on peer-based embedded support programs provides scalable academic support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support directly to individual sections of challenging courses. Embedded programs include:
 - a. Supplemental Instruction for challenging courses, like statistics and accounting
 - b. Coaching in the First-Year Seminar
 - c. Writing Fellows in writing-intensive courses (see #3 below)
- 3. Expanded Faculty Partnerships: Writing Center Outreach and Writing Fellows Expansion:** For the first time, Writing Fellows are embedded in undergraduate courses in the College of Arts and Sciences and the Merrick School of Business. Early focused writing support improves outcomes immediately and reduces writing-related barriers to

graduation in future semesters. Concurrently, a new partnership between the Writing Center and Writing Faculty provides multiple avenues of in-class writing support to students in quasi-developmental WRIT 200. The goal of this partnership is to improve student success and matriculation into WRIT 300.

- 4. Expanded Use of Open Educational Resources:** With support from UB's teaching and learning center (CELTT), the Library led a faculty cohort to redesign curriculum incorporating Open Education Resources – free online textbooks. Studies indicate that free or low-cost textbooks allow some students to take an extra class every couple of semesters and thus shorten time to completion. One of the classes in the cohort is WRIT 300, which is a university-wide required course.
- 5. Introduced Common Hour Scheduling:** “Common Hour” block scheduling introduced in Fall 2017 provides incoming first-year students a 90-minute break without classes in their schedule each day. Students are provided time for group projects, individual study, reading/homework, faculty offices hour visits, on-campus engagement activities, workshops, etc.
- 6. Initiated Late Admit Outreach:** Students enrolled and admitted late present a number of challenges in terms of preparedness and acculturation. Academic Success teamed with advising to identify students admitted the week prior to the start of the semester through the first week of classes. These students were targeted with messages and outreach providing information about campus resources and other key information that these students missed at orientation.
- 7. Expanded Early Alert to 200-level GE Courses:** UB expanded Early Alert support to 200-level General Education courses. Early Alert has been in place for 100- level courses and learning communities for some time. Faculty use the Early Alert platform to report attendance until midterm grades are posted which alerts the advising team that a student is experiencing potential problems such as excessive absences, late or missed assignments, poor performance on assignments, or other difficulties.
- 8. Analyzed High D, Failure, and Withdraw Rates in Highly Enrolled Courses:** Deans now routinely receive information about high DFW courses in their colleges with the goal of improving student retention and success. Particular emphasis has been placed on foundational math in terms of placement, pedagogy and the establishment of a summer “boot camp” for admitted students who need support. UB participated in the First-in the World grant to redesign foundational math. Results indicate that post redesign of foundational math resulted in a 22% increase in pass rate.

Enhanced Enrollment Initiatives

- 1. Increased Admissions Standards:** Key to increasing graduation rates is admitting students with reasonable chances for success. After reviewing data on student entering characteristics and graduation rates, recommendations were made to increase SAT scores which were moderately predictive of student success. Changes will be implemented over a three year time frame and impact assessed. Also, since UB has the highest interquartile

variability in USM which may be one factor in why our stronger students leave. Moving forward, UB will be refining its admission standards to reduce the variability in the interquartile range.

- 2. Revised Strategy for Financial Aid:** UB revised its scholarship model to better support the recruitment of the Fall 2019 freshman class. This strategy supports more first-time, full-time freshmen with a higher academic caliber (3.0 GPA or higher) than prior years.
- 3. Introduced Monday Moments:** A weekly email communication is sent by CELTT to faculty and staff in Academic Affairs on Mondays highlighting teaching tips in support of student success. These communications promote a wide range of best practices using specific examples from UB faculty including how and why to participate in early alert, ways to design engaging activities, how to embed support in courses, strategies for providing timely and substantive feedback to students, how to manage conflict in the classroom, and how to integrate technology effectively.

The University of Baltimore continues to make strides in our student success initiatives and impact, through implementation and assessment of best practices in student success.



UNIVERSITY *of* MARYLAND
EASTERN SHORE

BEST PRACTICES AND ANNUAL PROGRESS
TOWARD MARYLAND'S 55% COMPLETION GOAL

OCTOBER 2018

Introduction

The University of Maryland Eastern Shore (UMES) is committed to providing college access opportunities and to student progression and achievement for a diverse student population. In alignment with the institutional core values and land-grant mission, UMES uses best practices, strategies and programs that foster student success. This report highlights new programs and strategies and outlines programs or initiatives that are no longer utilized by the university in support of the State's goal to attain 55% degree completion by 2025.

New Programs and/or Strategies

UMES has implemented two new initiatives since the last submission of the report. Those efforts are summarized below.

Summer Bridge Programming – Step Beyond Program

UMES re-implemented its summer bridge programming with the establishment of the Step Beyond program for summer 2018. 38 of the 39 participants of the program are matriculating for the Fall 2018 semester. The students are actively engaged in campus life and following are activities in which they are engaged:

- Many are running for various offices
 - Miss Freshman
 - Mr Freshman
 - Freshman class president
 - Events manager for Freshman class
 -
- One student participated in the Delmarva Idol contest

To ensure the success of these students, the University has also implemented the Build Your Bridge to Graduation (BYB@G) program. This program requires monthly student check-ins and hosts a menu of student support workshops.

90 credit hour review

UMES implemented a 90 credit hour review in Fall 2016 to enhance the monitoring of student progression toward degree completion. For this process, the university provides a listing of

students who have earned 90 credit or more to academic advisors and department chairpersons. This information, coupled with the online degree audit tool, helps students and advisors to look more critically at the requirements remaining for degree completion. It is believed that the implementation of this initiative in part has contributed to the slight increase in the six-year graduation rate. Table below provides six-year graduation rates for AY 2013/2014 to AY 2017/2018.

**Table 1. First-time Full-time Undergraduate Cohort: Fall 2008-Fall 2012
Six-Year Graduation Rates**

	Fall 2008/ AY 14	Fall 2009/ AY 15	Fall 2010/ AY 16	Fall 2011/ AY17	Fall 2012 AY 18
Cohort Size	1038	876	944	748	882
Number of graduates	381	287	344	286	340
Six-year graduation rate	36.7%	32.8%	36.4%	38.2%	38.5%

Discontinued Initiatives

Upon reviewing the performances outcomes for programs designed to enhance student progression and academic achievement, the University discontinued or suspended two programs designed to enhance degree attainment. A summary of the programs and supporting data is presented below.

Advocate to Educate Program

In the fall 2015, the University launched *Promoting Retention through Advocacy and Engagement – Advocate 2 Educate*, a university-wide retention initiative. The program was designed to retain students and support the holistic development of entering students through intentional collaborative engagement opportunities and relationships with peers, faculty, staff, and alumni. The program was discontinued the next academic year for the following primary reasons:

- Lack of student participation

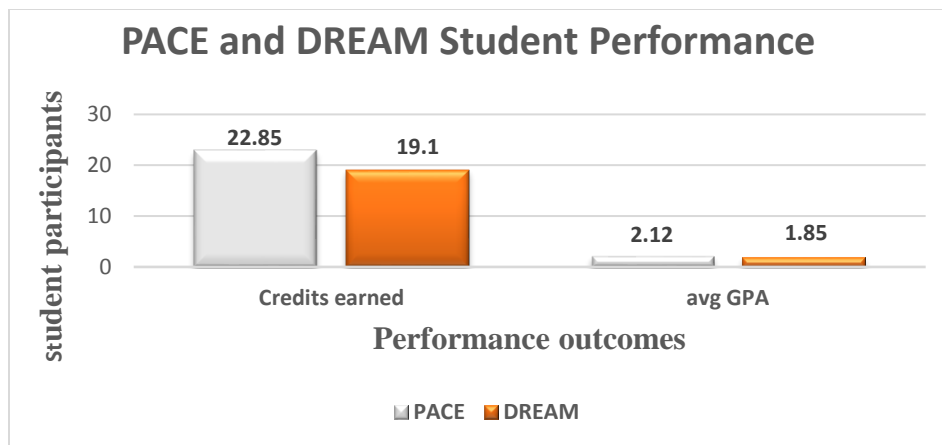
- Inability to attract mentors

Summer Bridge Program

Summer bridge programs are a great mechanism for providing access to college and for transitioning new students into college. For historical context, UMES offered three variations of its summer bridge programming, the *Summer Enrichment Academy* (SEA) FY 09-13, *Preparation and Adjustment for College Entrance* (PACE), Summer 2014 and *Dare to be Resilient, Accountable, and Motivated* (DREAM), Summer 2015. A review of the PACE and DREAM student data showed that despite the intrusive monitoring and support of the less academically prepared student profile, these students have not consistently yielded positive academic performance outcomes. The university decided to discontinue its summer bride programming for the summers of 2016 and 2017.

The analysis below of the DREAM summer bridge participants reveals that these students earned an average of 19.1 credits in the first year of matriculation and an average GPA 1.85. When compared to the overall incoming student population, the DREAM students did not perform at the same level. Additionally, the DREAM students did not perform as well as the PACE student cohort. Table 2. below shows comparative data for the PACE and DREAM programs.

Table 2. PACE and DREAM Student Performance in the first year



STATE-AIDED INDEPENDENT INSTITUTIONS

Contributions by

**Maryland's Independent Colleges and Universities
to the State's**

Progress to 55% College Completion Goal

September 2018

Introduction

MICUA's 13 State-aided member institutions make significant contributions to Maryland's knowledge-based economy and to the statewide goal of 55% educational attainment by 2025. These efforts are primarily focused on granting greater access to higher education, increasing student enrollment, providing targeted financial aid, and improving retention and graduation rates. MICUA members are proud of their contributions toward the State-wide goal and look forward to continuing to increase educational attainment for all Marylanders.

Granting Greater Access to Higher Education

For well over 200 years, Maryland has partnered with its private nonprofit colleges and universities to do more with less. One of the most cost effective ways to increase access and degree attainment at Maryland's independent institutions is through the Sellinger Program. Through the Sellinger Program, Maryland is able to serve more students, cover more regions, offer more programs, and award more degrees—all at a lower cost for State taxpayers. In fiscal year 2018, 91% of Sellinger Program funds were used to provide financial aid to Maryland residents attending a MICUA member institution.

Serve More Students: Maryland's independent institutions serve over 64,000 students annually with similar demographics as students who attend public colleges and universities. One in four students are Pell Grant recipients. One in three students are students of color. Three MICUA member institutions have majority-minority student bodies, and nine have minority student representation of 30% or more. Many students are first-generation college students, and increasing numbers are adult learners. Over 16% of new undergraduates are transfer students. The majority of these students transferred from a Maryland community college.

Cover More Regions: Maryland's independent colleges and universities provide higher education opportunities at more than 180 locations throughout the State of Maryland. Six MICUA member institutions are anchor institutions located in Maryland counties with no main campus of a public university.

Offer More Programs: MICUA member institutions are authorized to offer more than 1,500 academic programs. Many of these programs are unique and not available at any public colleges and universities. Moreover, independent institutions were the first in Maryland to offer numerous programs that are now in high demand, including the MBA and degrees in cybersecurity, biomedical engineering, robotics, sports management, and cultural sustainability.

Award More Degrees: Among first-time full-time freshmen who enroll at a MICUA institution, 72% graduate from that same institution within six years, and 94% graduate from that same institution or a transfer institution within six years. These percentages are well above State and national averages. Last year, MICUA colleges and universities awarded 15,200 undergraduate and graduate degrees. Over the past five years, MICUA institutions have produced over 73,000 degrees, including 4,828 in nursing, 5,418 in engineering, 6,014 in cybersecurity, and 19,607 in STEM fields.

Lower Costs to Taxpayers: These outcomes are achieved at a significantly lower cost to taxpayers. While MICUA member institutions receive only 3% of State funding for higher education, they enroll 15% of all college students in Maryland and grant 27% of all degrees conferred by Maryland four-year institutions. State taxpayers pay \$37,800 for each academic degree conferred by Maryland's public colleges and universities, compared to \$4,400 for each degree conferred by Maryland's independent colleges and universities. These cost comparisons exclude the sizeable investments taxpayers make in capital facilities and equipment at public universities.

Increasing Student Enrollment

MICUA institutions reach out to middle school and high school students and their families to encourage college attendance, advise students on college preparation, and assist with the admissions and financial aid application process. Representatives from MICUA institutions participate in college fairs in high schools with diverse populations and host on-campus recruitment events for prospective students and their families. Many MICUA institutions offer dual enrollment programs for qualified high school students and summer bridge programs for admitted students who may need extra support to acclimate to college life and succeed in college-level work.

Geared toward high school counselors, the Maryland Crab Crawl College Tour highlights the diverse options of Maryland's independent institutions. Most MICUA institutions—including **Goucher College, Hood College, Johns Hopkins University, Loyola University Maryland, McDaniel College, Maryland Institute College of Art, Mount St. Mary's University, Notre Dame of Maryland University, Stevenson University, St. John's College, and Washington College**—participate in this annual event that promotes the cultural and geographic diversity of Maryland's independent college and university sector.

Capitol Technology University was a founding member of First Generation College Bound, whose mission is to empower youth from low to moderate income families to achieve social and economic success by providing guidance, encouragement, and support in obtaining a college degree. Capitol also maintains active ties with College Bound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. Capitol holds an annual STEM career expo for high school juniors. The University offers bus transportation to provide these students with the opportunity to experience hands-on STEM experiments and to learn about careers in the STEM fields. The University also hosts a summer program free of charge for at-risk students, the Capitol Institute for Student Success, which provides developmental coursework in math and English for entering students.

The Undergraduate Admissions Office at **Johns Hopkins University** partners with at least 30 community-based organizations (CBO) around the country that help underrepresented student populations go to college through a combination of recruitment, campus visits for CBO administrators, and college counseling. There are several on-campus programs geared towards attracting diverse students to Johns Hopkins. HOME, or Hopkins Overnight Multicultural Experience, focuses on underrepresented prospective students by exposing them to the breadth of culturally-specific resources on campus. Similar programming for underrepresented admitted students occurs during Discovery Days and SOHOP (Spring Open House Overnight Program). A First Generation fly-in program brings a student and one parent/guardian to campus for a similar exposure to academic and co-curricular life at Johns Hopkins.

The **Washington College** admissions team holistically reviews admission applications, offering test optional admission and seeking to enroll well-rounded students. In addition, 32 George's Brigade scholars are thriving at Washington College. George's Brigade seeks to work with high-performing students whose families would otherwise not have the resources to pay for a private liberal arts education. Brigade scholars have their full need met, including room and board, as well as comprehensive support programs designed to help them succeed from initial enrollment through graduation.

Providing Targeted Financial Aid

Last year, MICUA colleges and universities awarded more than \$643 million annually to undergraduate and graduate students through institutional and private grants and scholarships, with the majority of that aid distributed based on need. In 2016, MICUA launched the Guaranteed Access Partnership Program (GAPP), a public-private partnership between Maryland's independent colleges and universities and the State of Maryland to help Maryland students and their families bridge the college affordability gap. The GAPP grant provides a matching award for eligible students who receive a State Guaranteed Access (GA)

grant and attend any MICUA member institution, for a total grant award up to \$35,800 per year for four years of college.

Many MICUA institutions have established institutional grants and scholarships specifically for community college transfer students. For example, **Capitol Technology University** provides scholarships ranging from \$4,000 to \$10,000 to qualifying students who transfer from a community college. **Hood College** offers a number of scholarships for transfer students including the Founders' Scholarship (50% of tuition), Trailblazer Scholarship (33% of tuition), Recognition Award (25% of tuition), and Opportunity Award (\$5,000). At **Loyola University Maryland**, transfer scholarship are awarded on a competitive basis, ranging from \$5,000-\$20,000 per year and renewable for up to three years of full-time undergraduate study. **McDaniel College** offers the Community College Transfer Scholarship based on the student's admitting community college GPA in the amounts of \$16,000 (2.80-3.25 GPA), \$20,000 (3.26-3.65 GPA), and \$22,000 (3.66 or higher GPA), plus an additional \$2,000 at each award level for community college transfers who are members of the Phi Theta Kappa Honor Society. **Mount St. Mary's University** and **Stevenson University** offer similar tiered scholarship programs for transfer students based on the student's admitting GPA, with additional funding for Phi Theta Kappa members.

Many MICUA institutions offer grants and scholarships for students from diverse backgrounds. For example, at **Hood College**, the Hodson-Gilliam Diversity Scholarship, named in honor of James H. Gilliam Jr., encourages students with demonstrated academic achievement to apply for the scholarship to support their enrollment. This scholarship is designated specifically for students of color. Annually, the number of Hodson-Gilliam Diversity Scholarships awarded is between 40 and 50 students. This award is for \$2,000 per year and is renewed automatically. **Maryland Institute College of Art (MICA)** offers numerous scholarship programs to meet the needs of culturally diverse students, including the Da Vinci Scholarship, Eddie C. and Sylvia Brown Scholarship, Ruth Jenkins Bristor Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, and McMillan Stewart Scholarship. These scholarship awards are renewable annually. **St. John's College** offers several financial aid programs and scholarships designed to promote cultural diversity, including need-based financial aid to minority students from the Hodson Trust, need-based financial aid for students of Turkish heritage or from Turkey from the Ertegun Education Fund, and financial assistance for international students from the Proxenos Fund.

McDaniel College offers competitive scholarships for College Bound and CollegeTracks students, which has led to increased awareness of McDaniel and a complementary increase in applications from Baltimore area students. In 2016, McDaniel launched the Teachers for Tomorrow program with Howard County Public Schools. This program provides full scholarships to McDaniel, including room and board, for a select group of Howard County graduates who commit to teach in the County for three years following college graduation. This program was developed to increase diversity among the school system's teachers, while providing college access to academically talented students with limited resources.

Improving Retention and Graduation Rates

A coordinated approach of student recruitment, college preparation, and support services—including tutoring and mentoring—is essential to increasing retention and persistence toward a degree.

The Educational Opportunity Program (EOP) at **Goucher College** is designed to provide a quality education for first-generation Maryland students from disadvantaged socio-economic backgrounds who show intellectual promise. EOP scholars receive financial aid for four years and benefit from a supportive academic environment. EOP staff members monitor each scholar's academic progress, host monthly workshops and periodic retreats, and provide regularly scheduled one-on-one sessions. EOP students participate in a four-week summer bridge program prior to their first semester.

Loyola University Maryland pairs first-year ALANA (African, Latino, Asian, and Native American) students with upper-class students to assist them in acclimating to campus life. The ALANA Mentors play an integral role in working with students during the first year of their college experience and assisting them with achieving academic and personal growth. In addition, Loyola's Ignatius Scholars Program assists in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds.

Notre Dame of Maryland University launched its Academic Pathways Program in 2016, which is designed for students who are motivated academically but need additional support at the start of their college career. Students receive a personalized academic plan and schedule of classes, participate in academic support sessions and workshops, and attend a two-week bridge program. The University also offers the Trailblazers Program, which provides ongoing support to help first-generation students in the Women's College reach their personal and academic goals.

At **Mount St. Mary's University**, the Mount Cares Committee is a team of representatives from multiple segments of the campus community—Academic Affairs, Residence Life, Public Safety, Campus Ministry, Center for Diversity, and Learning Services. The Committee meets on a bi-weekly basis to discuss students who have been identified as at-risk by professors or staff members. Students are assigned a contact person from the Committee who reaches out and offers resources and support where needed.

The Partnerships and Student Success (PASS) program at **Stevenson University** offers faculty and staff the opportunity to mentor first-year students. The First Generation College Student Initiative (FGCS) provides additional support to students with a parent who did not complete a two-year or four-year degree at a college or university. The students come from diverse backgrounds and bring diverse experiences to the University. Through the FGCS Peer Mentoring program, upper-class students at Stevenson University assist first-year students in their academic and social integration into campus life.

At **Washington Adventist University**, the Betty Howard Center for Student Success provides academic support services to all students, including study skills instruction, tutoring services, enrichment programs, and targeted mentoring support for students on academic probation. The University offers a Summer Bridge Program, a five-week experience for students who wish to strengthen academic skills, build confidence, form new friendships, and enhance their potential for college. The University also offers a one-credit First Year Experience course to help new students become comfortable with the campus, connect with available resources, and engage with faculty and staff.