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Governor

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Lt. Governor

Maryland Higher Education Commission

Comunity Colleges

Allegany College of Maryland

I. Mission

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

II. Institutional Assessment

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps…*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Institutional Response

1) One or more <u>targeted interventions</u> and the population(s) served

   Allegany College of Maryland began a new program in Spring 2019 developing a mentorship program for young Black and/or African-American male students. This program was proposed by two faculty members expressing concerns about the retention and success of this specific population. Funds were secured through a Strategic Plan micro-grant targeting student success.

   This program identified students meeting the appropriate criteria who had been successful to date and trained them to be mentors. Spring 2019 had the program in pilot mode to demonstrate its ability.

2) Identified obstacles the students might face

Many Black and/or African-American students at Allegany College of Maryland live in Housing as they are not from the Allegany County area. Additionally, many of these students place into developmental coursework before attending their first class. These students face academic challenges resulting from developmental preparedness, financial challenges as many of them are first generation, social challenges from being in a region that does not inherently reflect them, and support challenges from being away from home.

3) Metrics used to evaluate the intervention(s)

For Black and/or African-American male students, the mentorship program targets fall-to-fall retention, spring-to-fall retention, GPA, and graduation rates. The group has discussed the possibility of using engagement data as well, but lacks a collection mechanism at this time.

4) Evidence used to assess and adapt the intervention(s) to ensure its intended effects

As a new targeted program, assessment results are minimal at this time since the Spring 2019 mentor program was in the pilot stage. The students selected to serve as mentors in Spring 2019 graduated, but the number is very low and is not exportable at this time. The College will continue to monitor and expand the program offerings as appropriate.

Goal 1: Access

Access and Success continue to be the top strategic priority of Allegany College of Maryland as defined by its Strategic Plan. To properly serve the greater Allegany County region, it is imperative for the institution to offer high quality educational services at a cost which can accommodate the needs of area students. Because of the low economic capacity of regional students, ensuring affordability regardless of current economic circumstances is just as critically important while ensuring the College is fiscally stable.

For the first time in four years, Allegany College of Maryland saw an increase in overall student headcount (Measure 1) from 9,381 in FY17 to 9,755 in FY18. This is largely the result of increases to the number of students taking exclusively credit or continuing education, as both of those are individually down from year to year. Credit enrollment decreases are despite an increase in market share figures for first-time, full-time freshmen (Measure 2, 57.7%) and part-time undergraduates (Measure 3, 79%). These figures demonstrate continuing strength by the College to maintain ability to enroll students from the available pool; the problem being the pool continuing to shrink. The final market share figure (Measure 4) of recent, college-bound high school graduates decreased from 60.6% to 56.5%, but remains consistent with the four-year average, which has seen high fluctuations in addition to changes in methodology.

Early College enrollments continue to be a strength of the College, growing from 587 in Fall 2015 to Fall 2018. Enrollments in Somerset, Pennsylvania continue to remain strong for high school despite the reduction in service offerings there two years ago. Additionally, Allegany County Public Schools (ACPS) has increased its available early college offerings and support for

collaboration with the College in the last two years. Further increases to early college enrollment are anticipated for Fall 2019.

FY2018 saw the first significant decrease in online credit enrollments (Measure 6) in the last four years, from 1,913 in FY15 to 1,735 in FY18. Numbers are anticipated to rebound in FY2019 following an expansion of the College's Online LPN to RN program.

As a result of continuing declines to enrollment, the College has had to increase tuition and fees. Overall tuition and fees represent 44.7% of the average cost for four-year Maryland institutions in FY19 (Measure 7). Although this number is higher than the benchmark set by the College, it still represents a significant cost savings for students to attend the College instead of a four-year institution. Additionally, the College continues to maintain one of the strongest scholarship programs in the state, facilitating attendance for students through merit and need on an annual basis.

Continuing education offerings designed to ensure access to learning for regional adult learners saw an overall decrease to community service and lifelong learning (Measure 8) back to FY15 figures. Adult basic education (Measure 9) saw increases for the second consecutive year as the College continues to expand its offerings after assuming this responsibility in FY16 up to 231 unique students. This has helped to offset decreases in other CE areas.

Measures of diversity are key to demonstrating access regardless of student demographics. The College continues to enroll a significant percentage of minority students relative both to the benchmark set and to the community demographics. With over 16% of the College's enrollment being minority, this continues to be a strength of the College's enrollment structure. Additionally, minority representation among faculty (Measure 11) and staff (Measure 12) have increased marginally over the last year. The College's Human Resources department and general personnel continue to recognize the value of hiring and retaining diverse candidates.

Goal 2: Success
Retention of students from fall-to-fall decreased in all categories except for students who didn't receive Pell grants. Decreases to Pell recipient retention (Measure 14a) and Developmental students (Measure 13a) were marginal, but problematic within the four-year overview. There was a greater decrease in retention for College-ready students, though the figure for the fall 2016 cohort was anomalously high.

Despite the decreases to retention, the College continued to have a strong rate of developmental completion after four years (Measure 15) at 50.2% of all students entering in Fall 2014.

Overall success-persistence rates (Measures 16 & 17) increased for the Fall 2014 for College-ready students and African-American students, both at significant rates. These figures decreased, however, for developmental completers and non-completers. These are consistent with retention rates for those cohorts. The decrease for success-persistence is principally drawn from students remaining enrolled or otherwise demonstrating academic success if they have not graduated or transferred. This is further demonstrated by the graduation-transfer rates (Measures 18 & 19) increasing in every category, showing that students from the Fall 2014 cohort had improved

success rates relative to the Fall 2013 cohort. Additionally, these numbers continue to be strong statewide relative to the other community colleges. These graduation rates led to increases in career degrees and marginal decreases to transfer degrees and certificates (Measure 20). The rates of decrease are not commensurate with the overall decline in enrollment experienced by the College in the preceding four years, indicating continuing overall quality of institutional academics.

There have been no updates to the graduate or non-returning student surveys (Measures 22, 23, 24) since last year's report.

At a program level, many programs either maintained or increased the success levels of their students on program-specific licensure and certification exams (Measure 25), including Registered Nursing (83.3% to 88.8%), Practical Nursing (87.5% to 100%), Dental Hygiene (94.7% to 94.7%), and Occupational Therapy Assistants (71.4% to 75%). Several programs saw decreases to their rates, but still successful and above the expectations of the third-party accreditor responsible for their program. These include Respiratory Therapy (89.5% to 88%), Physical Therapy Assistant (100% to 81.3%), and Medical Assistant (90%).

Students transferring from Allegany College of Maryland to four-year institutions performed at approximately the same levels as the prior year, with a small decrease (88% to 87.2%) to the percentage of students successfully achieving a cumulative GPA of 2.0 or greater after their first year and a marginal increase (3.0 to 3.03) to mean GPA after the first year. What remains unknown to the College is how these successful rates compare relative to students who are native to the four-year institutions as these appear from an outside perspective to be very strong indicators of student success.

The last measure (27) of Goal 2 shows the distribution of expenditures by function. FY18 saw marginal changes in either direction for all four categories except 'Other.' The College continues to see increases necessary for things like technology and infrastructure.

Goal 3: Innovation

As stated previously, there have been no changes to the alumni survey since last year's Performance Accountability Report (Measures 28 & 29).

Enrollments in continuing education for workforce drive innovation and ongoing professional development for regional employers. Enrollment levels are tied closely to what regional employers' needs are. Workforce development (Measure 30) enrollments were relatively even with decreases to unique students and increases to course registrations in FY18 while certification and licensure (Measure 31) enrollments and course registrations decreased significantly. Contract Training (Measure 34) enrollments increased in both headcount and registrations for FY18. Through this, 75 businesses were served (Measure 32), up from 64 in the prior year. The overall FTE for continuing education increased through this period beyond the individual categories. Additionally, continuing education continues to enjoy 100% satisfaction of employers served (Measure 34).

III. Community Outreach and Impact

<u>Sample of Funded Grants</u>

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

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

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

Automotive Technology Advanced Workforce Development (Appalachian Regional Commission) provides funding to purchase advanced automotive technology training equipment, supplies, and related resources to support this program and to provide enhanced training for students to meet the needs of local employers. It will help to provide the resources to offer expanded automotive technology workforce development programming to individuals and businesses.

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

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

Supporting and Strengthening Business Development through Advanced Manufacturing Training in Rural Western Maryland and the Surrounding Region (Appalachian Regional Commission) helped to purchase advanced manufacturing equipment, supplies, and related resources to support this program and to provide enhanced training for students to meet the needs of local employers.

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

Southern Tier Education Council (Regional Community College Services Grant) provides subsidized tuition to Pennsylvania residents enrolled in post-secondary courses through the Bedford Campus and Somerset Education Site as well as other operational expenses.

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

Tackling the Opioid Epidemic: From Crisis To Opportunity (Appalachian Regional Commission) fits directly with ARC's mission of partnering with the people of Appalachia to create opportunities for economic development and an improved quality of life. Building on 17 years of committed work, Allegany County's *Community Resilience Collaborative (CRC)* has developed an initiative to effectively reduce the devastating impact of the opioid crisis in Western Maryland. A partnership between The Center for Mind-Body Medicine (CMBM), Allegany College of Maryland (ACM) and multiple community partners.

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

Anatomy and Physiology Models (Community Foundation for the Alleghenies) provided funding to purchase anatomy and physiology models to support students in their education, with a focus on students entering health related careers.

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

The Allegany County Pathways in Technology Early College High School (P-Tech) Program (Maryland State Department of Education) began to offer incoming ninth grade students the opportunity to participate in an early college program at essentially no cost. This opportunity is made possible through collaboration between Allegany County Public Schools, Allegany College of Maryland, the Western Maryland Health System, and other businesses and industries in Allegany County. The P-Tech program is a high school and beyond (9-14) model, which combines high school, college, and the world of work. The program's mission is to provide students with a free education that starts in grade nine, continues through high school completion, and culminates in the attainment of an Associate Degree in Computer Technology.

Scholarships

FY2019 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:
- o Contributions: $1,198,276 (endowed and not endowed)
- o Total Revenue: $2,066,202
- o Scholarships: $1,069,610

The FY2019 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients of this investment represent every community in our County.

- Students from every public and private school in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.

- Recipients have included students from nearly every major/ curriculum.

- The age range of recipients is from 17 – 56, with an average age of 23.

- The Allegany County Opportunity Jump Start Early College Scholarship is providing assistance to students from the Allegany County Public Schools who receive free and reduced-cost school meals. This $100-per-course award covers the full family cost for taking a three-credit course.

- The Allegany County Opportunity Merit Scholarship encourages academic excellence. Over 300 awards have been made.

- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. Over 200 awards have been made.

- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. Approximately 230 awards have been made.

- The demand far exceeds the funding provided.

IV: Accountability Indicators

Cost Containment

Allegany College of Maryland implemented the following cost containment items in FY19:

The College offered a retirement incentive which saved the College approximately $222,921 due to lower replacement costs and elimination of positions. Some of these savings ($73,910) are listed below by department. The College reduced its health insurance costs by approximately $280,000 due to the reduction of claims and administrative fees. The College is reducing its fleet of vehicles and using a car rental company when it is deemed to be cost effective.

The Instructional area pursued the following cost containment measures:
- The Dental Hygiene department reduced a dentist from full-time to part-time and reduced the clinical coordinator's release time for an estimated savings of $34,135.
- The Forestry department reduced a lab technician from full-time to part-time for an estimated savings of $15,000.

The Publishing and Printing Services area pursued the following cost containment measures:
- Reduced staffing by one full-time position for an estimated savings of $27,600.
- Other budget items were reduced in the print shop amounting to $11,151 which included printing signage in-house instead of outsourcing, eliminating a maintenance contract and reviewing paper usage.

The Continuing Education area pursued the following cost containment measure:
- The full-time Facilities position was reduced to two part-time positions for an estimated savings of $24,071.
- A full-time Director position was reduced to part-time for an estimated savings of $22,239.

Allegany College of Maryland
2019 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	47.0%	51.6%	53.9%	57.6%
B.	Credit students with developmental education needs	87.1%	84.5%	71.3%	64.8%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college) *Note: CCSSE changed the question slightly in Spring 2018*	44.2%	42.8%	40.1%	38.0%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	44.3%	42.9%	42.3%	39.9%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	89.9%	87.3%	90.1%	87.3%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	26.4%	24.2%	23.7%	22.1%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	85.6%	85.0%	83.6%	85.6%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	38.9%	34.3%	34.1%	36.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.5%	1.9%	1.4%	1.5%
	b. Black/African-American only	11.4%	10.9%	10.4%	9.6%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.3%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
	e. Asian only	0.3%	0.4%	0.7%	0.7%
	f. White only	82.7%	82.4%	83.2%	83.3%
	g. Multiple races	1.9%	2.1%	2.4%	3.1%
	h. Foreign/Non-resident alien	1.1%	1.2%	1.1%	1.0%
	i. Unknown/Unreported	0.9%	0.9%	0.4%	0.6%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$9,743	$8,180	$8,590	$9,938
	b. Median income three years after graduation	$21,944	$26,176	$30,590	$27,823

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	10,245	10,589	9,381	9,755	**13,479**
	b. Credit students	3,910	3,708	3,471	3,236	**5,982**
	c. Continuing education students	6,681	7,502	7,315	7,037	**7,938**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	60.4%	52.1%	49.2%	57.7%	**62.7%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	75.4%	73.2%	74.1%	79.0%	**77.5%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	57.7%	49.3%	60.6%	56.5%	**67.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	587	584	695	704	**640**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	1,913	2,065	1,929	1,735	**1,950**
	b. Continuing education	62	72	64	83	**70**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	43.4%	42.4%	42.5%	44.7%	**43.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,200	1,497	1,497	1,247	**1,418**
	b. Annual course enrollments	2,387	3,571	3,571	2,528	**2,622**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	0	131	210	231	**300**
	b. Annual course enrollments	0	285	617	725	**525**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	15.3%	15.9%	16.8%	16.2%	**16.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	**NA**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	12.3%	12.5%	12.6%	12.8%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	2.8%	1.9%	2.0%	3.0%	**3.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	2.0%	0.9%	1.3%	1.8%	**3.0%**

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	54.1%	48.4%	47.0%	45.4%	**56.0%**
	b. College-ready students	56.0%	68.5%	74.7%	69.1%	**57.0%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	52.1%	51.3%	49.4%	47.5%	**55.0%**
	b. Non-recipients	57.5%	53.0%	53.7%	59.6%	**NA**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	42.4%	44.3%	51.1%	50.2%	**44.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	79.7%	90.0%	89.6%	93.8%	**86.0%**
b. Developmental completers	83.5%	85.3%	88.6%	82.1%	**84.0%**
c. Developmental non-completers	49.8%	43.3%	46.2%	42.8%	**Not Applicable**
d. All students in cohort	68.6%	70.5%	72.9%	70.2%	**74.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	69.2%	62.9%	60.2%	68.5%	**73.0%**
b. Asian only	<50	<50	<50	<50	**NA**
c. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.0%	80.0%	75.0%	89.6%	**75.0%**
b. Developmental completers	63.9%	61.0%	63.0%	67.5%	**65.0%**
c. Developmental non-completers	42.1%	40.7%	37.3%	39.3%	**Not Applicable**
d. All students in cohort	55.7%	55.7%	54.4%	60.2%	**60.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	65.4%	59.3%	54.9%	66.4%	**67.0%**
b. Asian only	<50	<50	<50	<50	**NA**
c. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	373	368	345	352	**400**
b. Transfer degrees	159	169	179	154	**160**
c. Certificates	195	170	149	141	**202**
d. Total awards	727	707	673	647	**762**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					**1382**
a. Credit enrollment	1,353	1,325	1,094	736	

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	480	431	401	414	**487**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	97.0%	95.3%	93.5%	99.2%	**95.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

23	Non-returning student satisfaction with educational goal achievement	57.0%	77.0%	*%	*%	**70.0%**

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

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a.Registered Nursing Licensure Exam	88.0%	86.7%	83.3%	88.8%	**80.0%**
	Number of Candidates	97	98	72	80	
	b.Practical Nursing Licensure Exam	100.0%	87.5%	87.5%	100%	**80.0%**
	Number of Candidates	10	16	8	9	
	c.Dental Hygiene National Board Exam	100.0%	90.0%	94.7%	94.7%	**80.0%**
	Number of Candidates	18	20	19	19	
	d.National MLT Registry	100.0%	90.0%	85.7%	100%	**75.0%**
	Number of Candidates	8	10	7	5	
	e.Respiratory Therapy Certification Exam	90.5%	83.3%	89.5%	88.0%	**80.0%**
	Number of Candidates	21	18	19	16	
	f.Occupational Therapy Assistant Cert. Exam	93.7%	68.8%	71.4%	75.0%	**80.0%**
	Number of Candidates	16	16	13	16	
	g.Physical Therapist Assistant Cert. Exam	81.3%	87.5%	100.0%	81.3%	**85.0%**
	Number of Candidates	16	16	16	16	
	h.Medical Assistant	100.0%	100.0%	100.0%	90.0%	**100.0%**
	Number of Candidates	5	10	8	10	

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	N/A	88.6%	88.0%	87.2%	**85.0%**
	b. Mean GPA after first year	N/A	2.97	3.00	3.03	**3.00**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
27	Expenditures by function					
	a. Instruction	39.3%	38.7%	37.1%	36.8%	**69.0%**
	b. Academic support	17.5%	18.6%	19.7%	18.8%	**18.0%**
	c. Student services	8.0%	8.4%	8.3%	8.2%	**8.0%**
	d. Other	35.2%	34.3%	34.8%	36.2%	**35.0%**

Goal 3: Innovation

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

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

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,620	6,063	5,874	5,559	**5,957**
	b. Annual course enrollments	8,473	9,440	9,134	9,552	**9,091**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	4,213	4,535	3,770	3,264	**4,200**
	b. Annual course enrollments	6,142	6,670	6,152	5,092	**6,178**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
32	Number of business organizations provided training and services under contract	71	61	64	75	**73**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,090	4,701	4,451	4,572	**4,309**
	b. Annual course enrollments	5,910	7,224	6,945	7,879	**6,291**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
34	Employer satisfaction with contract training	98.0%	100.0%	100.0%	100.0%	**100.0%**

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	626		58		314		254	
2	Number attempting fewer than 18 hours over first 2 years	103		10		12		81	
3	Cohort for analysis (Line 1 – Line 2)	523	100.0%	48	100.0%	302	100.0%	173	100.0%
4	Earned Associate degree from this community college	141	27.0%	32	66.7%	109	36.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	32	6.1%	2	4.2%	15	5.0%	15	8.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	173	33.1%	34	70.8%	124	41.1%	15	8.7%
7	Transferred to Maryland two-year/technical college	67	12.8%	0	0.0%	34	11.3%	33	19.1%
8	Transferred to Maryland public four-year college	66	12.6%	11	22.9%	48	15.9%	7	4.0%
9	Transferred to Maryland private four-year college or university	1	0.2%	0	0.0%	1	0.3%	0	0.0%
10	Transferred to out-of-state two-year/technical college	15	2.9%	2	4.2%	7	2.3%	6	3.5%
11	Transferred to out-of-state four-year college or university	61	11.7%	14	29.2%	39	12.9%	8	4.6%
12	Total transfers (sum of Lines 7 - 11)	210	40.2%	27	56.3%	129	42.7%	54	31.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	68	13.0%	18	37.5%	49	16.2%	1	0.6%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	315	60.2%	43	89.6%	204	67.5%	68	39.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	47	9.0%	2	4.2%	40	13.2%	5	2.9%
16	Successful transition to higher ed (Line 14 + Line 15)	362	69.2%	45	93.8%	244	80.8%	73	42.2%
17	Enrolled at this communtiy college last term of study period	5	1.0%	0	0.0%	4	1.3%	1	0.6%
18	Successful or persisting (Line 16 + Line 17)	367	70.2%	45	93.8%	248	82.1%	74	42.8%

ANNE ARUNDEL COMMUNITY COLLEGE

SECTION 1: MISSION

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

SECTION 2: INSTITUTIONAL ASSESSMENT

Overview
In FY2019, Anne Arundel Community College (AACC) completed the third year of its strategic plan, *Engagement Matters: Pathways to Completion (2017-2020).* Engagement Matters includes an intentional and focused approach on institutional assessment as the college strives to increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence. The institutional focus on access, equity, high-quality learning opportunities, and completion aligns well with the *2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt.* The three overall institutional goals in *Engagement Matters* are:

- Goal 1: Engagement & Entry **-** Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.

- Goal 2: Progress **-** Increase progress of all students through a college-wide emphasis on equity, student success, and academic excellence.

- Goal 3: Completion **-** Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

In FY2019, AACC's priorities for student success focused on continuing to implement recommendations from strategic planning teams related to fundamentally enhancing the student experience. This included the following major objectives:

- Implemented Fields of Interest (FOIs - academic pathways) that are the organizing hub of students' program selection and curricular and co-curricular engagement efforts (FOIs: Architecture & Interior Design; Business; Engineering & Math; Health & Human Services; Hospitality Management & Culinary Arts; Humanities & Social Science; Law & Criminal Justice; Science; Teacher Education; Technology; Visual Arts; and also Explore Options to ease students' choices of courses, especially the first semester.) This structure permits a uniform approach where all students engage in inescapable and deliberate decision-making and engagement with respect to course selection, programs of study, transfer planning, career assessment and goal setting, without losing time or credit.

- Implemented a comprehensive onboarding experience, which includes:
  - ➢ A robust orientation for students new to AACC;
  - ➢ An enhanced student success course;

➢ A redesign of academic advising to assign advisors by FOI and career counselors at time of application for students who indicate they are undecided. The roles of AACC's academic counseling staff members have expanded to better address the needs of the students in the Explore Options with focus on understanding career aspirations and goals. Students who are undecided on a career/major are assigned a Personal and Career Counselor at the time of application to assist students in assessing interests, values and skills with the goal of declaring a discipline-specific explore program or a specific major within the first 20 credits earned.

- Continued Focus on Teaching Excellence (including adjunct professional development; continuing to infuse equity into the curriculum/classroom in Model Courses and beyond which touched 13,000 students in fall 2018; improving online course outcomes; and a new, comprehensive approach to course and program assessment).

- Implemented new developmental Mathematics, English and Reading pathways that accelerate students to credit-level courses and that are associated with students' chosen FOI.

- Implemented a new credit course scheduling model that is more student-centric, to contribute to improved student satisfaction, retention and completion.

In February 2019, AACC was awarded Leader College status from *Achieving the Dream (ATD)*, a national organization of the largest network of community colleges working to improve practices in support of whole-college reform. Leader Colleges have shown measurable progress in areas critical to improving success for all community college students (more detail on ATD metrics is on page 4). This provided external validation that the hard work undertaken at AACC over the past several years was helping move the needle on student success.

Student Characteristics
Permeating every goal of the college's strategic plan is a commitment to equity, which is vital because as demonstrated in the PAR data, AACC serves an increasingly diverse student population. In fall 2018, 37.9% of the credit student body identified as nonwhite students compared to 34.5% in fall 2015 (Ind. 10a). Of the credit students at AACC, 30.5% received some form of loans, scholarships and/or need-based financial aid (Ind. E-b).

The majority of AACC's student population attends part-time, comprising 71.6% of enrolled credit students (Ind. A), which has held consistent over the past four academic years. In spring 2018, 26.6% of credit students were first-generation college students (Ind. C). Credit students with developmental education needs at entry totaled 61% (Ind. B). Since FY 2015, there has been over a 10% increase in annual unduplicated headcount (from 1,729 to 1,913) in English for Speakers of Other Languages (ESOL) courses (Ind. D). Of credit students in fall 2018, 35.2% were 25 years of age or older (Ind. F-a.). Of continuing education students, 79.9% were 25 years of age or older (Ind. F-b). Of credit students, 55.6% worked more than 20 hours per week (Ind. G).

Response to MHEC Assessment

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals. The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..." For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

AACC Response:

Implementing *Engagement Matters: Pathways to Completion* has helped AACC focus on addressing and eradicating achievement gaps across the college. To guide this work, the college adapted ATD's definition: "*Equity is grounded in the principle of fairness. Equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.*" Over the past several years, access to disaggregated data has been streamlined via utilization of a series of interactive, easily accessible dashboards. Data can be disaggregated by any combination of race/ethnicity, gender, or Pell status. As a result of sharing data at the course, program, and institutional levels, faculty, staff, and administrators continue to find a common purpose and a mutual understanding of the critical need to eradicate equity gaps. The focus on achievement gaps has become inescapable for the college community.

Faculty expertise and the classroom experience are paramount to understanding and successfully addressing equity gaps. As such, one of the targeted interventions AACC has undertaken over the past several years under Engagement Matters is the Model Course Initiative, which is proving to be fundamental toward implementing equitable access to high-impact practices in the classroom. The Model Course Initiative focuses on eradicating achievement gaps in highly-enrolled gatekeeper courses in disciplines such as biology, business, chemistry, mathematics, psychology, etc., so it reaches thousands of students each semester.

Critical to this work has been increasing faculty exposure to course outcome data that is disaggregated by race/ethnicity, which clearly demonstrates pervasive equity gaps. There was not much history of widespread numbers of faculty working with data in this way related to course outcomes. The intent is to allow faculty the time and space to work on inclusive pedagogy and demonstrate how to evaluate courses with an equity mindset, and allow this mindset to permeate the departmental culture and beyond.

The Model Course Initiative has allowed for intentional focus on improving teaching and learning in the classroom by:

- Providing opportunity for faculty cohorts to participate in yearlong professional development programs, with emphasis on culturally responsive teaching.
- Focusing on teaching excellence by implementing required group assignments in classrooms (face-to-face and online) that emphasize student engagement.
- Increasing access to textbooks via strategies such as using open educational resources or placing copies on reserve in the library.
- Ensuring that each course's content is inclusive of a diverse set of identities.

The Model Course Teams have proven fundamental to building a completion and equity agenda, while affirming that academic quality and rigor remain high. The metrics used to assess and adapt model courses includes the use of student opinion forms and several dashboards that allow for course analysis, especially the *Equity Gaps in Course Outcomes* dashboard. Results continue to be promising in model courses, with several that have eradicated achievement gaps for the thousands of students enrolled each semester in these entry-level courses. Below is a sampling of outcomes from fall 2017–fall 2018:

- Biology 101 - the equity gap in course success was narrowed by 4.8% for Black/African American and eliminated for Hispanic/Latino students.
- Business & Its Environment 111 - the equity gap in course success was eliminated.
- Computing & Information Technology 100 - the equity gap in course success was narrowed by 4.3% for Black/African American and eliminated for Hispanic/Latino students.
- Psychology 111 – the equity gap in course success was narrowed by 4% for Black/African American and narrowed by 1.1% for Hispanic/Latino students.

As mentioned earlier in this report, AACC was awarded Leader College status from ATD. Participation in this initiative has provided resources and coaching that has helped to further focus and address equity gaps in student outcomes. The college demonstrated improvement in overall outcomes for "*first-time-ever-in-college*" students in all four areas identified by ATD as key to increasing credential attainment and closing equity gaps. ATD metrics include:

1. Completion of Gateway Math and/or English in year 1: (a) Gateway Math-Only Completion 3-year change +5%; (b) Gateway English-Only Completion 3-year change +3%; (c) Gateway Math & English Completion 3-year change +5%.
2. Persistence from Year 1 to Year 2: 3-year change +4%.
3. Courses attempted/completed with grade of C- or higher within 1 year of initial enrollment: 3-year change +2%.
4. Completion of a certificate or degree within four years of initial enrollment: 3-year change +4%.

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

As emphasized in the State Plan for Postsecondary Education, AACC works to "ensure equitable access to affordable education" and that more students are prepared for postsecondary education via strong partnerships with secondary and other community partners. The college is committed

to attracting and retaining a diverse array of students to its programs, eliminating barriers to success, and responding quickly to the needs of the community. AACC offers over 100 credit degree and certificate programs, and extensive lifelong learning opportunities including noncredit continuing professional education courses to a diverse population seeking career training or retraining, working to boost basic skills, or pursuing new areas of interest.

The college continues to examine delivery methods, course sections and space to ensure optimal access and effectiveness. This includes close partnerships with Anne Arundel County Public Schools (AACPS) system leaders to identify and initiate high-need improvement projects that effectively address pressing needs and facilitate a coherent, seamless lifelong learning continuum. There are currently over 90 Program Pathways from AACPS into AACC associate degrees and certificates. These also align to AACC's FOIs to help students more quickly access the pathway that best fits their interests and goals. Program Pathways give high school students the opportunity to earn articulated and proficiency credit and transition completed high school programs of study into college degrees and certificate programs.

The college has long worked to identify the best ways to accelerate the diverse student population through program sequences, including: offering proficiency credit, prior learning assessment, and supporting special populations such as Military/Veterans, minority, and first generation students.

As a public, comprehensive, open admission institution committed to affordable education, the AACC Board of Trustees recognizes the significance of keeping tuition and fees for credit and continuing education programming affordable. Further, a major focus of the AACC Foundation is to support access to educational programming at the college. In FY 2018, the AACC Foundation awarded over $1 million in scholarship funds to students. AACC believes no student should be prevented from obtaining their education because of limited financial resources. Each year, the college's Financial Aid Office processes over 12,000 applications for financial aid. Students can receive financial assistance through a combination of need-based federal and state grants, federal student and parent loans, Federal Work-Study, interest-free payment plans or from an extensive list of over 200 institutional, community and state scholarships. Application for all forms of financial aid is consistently promoted as a primary step in the onboarding process. College specialists educate about financial aid with an extensive community outreach program, including over three dozen "How to Pay for College" presentations and "FASFA Completion Workshops" annually. College staff shares information with hundreds of high school counselors at an annual conference at the college. AACC admissions counselors complete the National Association of Financial Aid Administrators training to become fully literate on opportunities.

Indicators Positively Influencing Access Include:

- The market share of recent, college-bound high school graduates increased from 60% in fall 2016 to 62% in Fall 2017 (Ind. 4).
- An 8.0% increase in high school enrollment in credit courses at AACC, from 1,042 in fall 2017 to 1,125 in fall 2018; over 20% increase since fall 2015 (Ind. 5).
- Enrollments in online credit courses increased from 23,871 in FY 2017 to 32,161 in FY 2018 (Ind. 6-a).

- Tuition and Fees as a percent of tuition and fees at Maryland public four-year institutions held steady at 44% over that last four years (Ind. 7).
- Increase in annual course enrollments in continuing education community service and lifelong learning courses from 33,781 in FY 2017 to 34,025 in FY 2018 (Ind. 8-b).
- Between fall 2015 and fall 2018, the percent of nonwhite credit enrollment increased from 34.5% to 37.9% (Ind. 10-a). Percent of nonwhite continuing education enrollment increased from 34.0% in FY 2015 to 38.3% in FY 2018 (Ind. 10-b). AACC's 37.9% of nonwhite credit enrollment is greater than the 29.9% of nonwhite adults (18 and older) in AACC's service population in July 2018 (Ind. 10-a&c).
- Percent of minorities that are full-time faculty increased between fall 2017 (17.8%) and fall 2018 (19.2%) (Ind. 11).
- Percent of minorities that are full-time administrative and professional staff held steady from 17.4% in fall 2017 to 17.7% in fall 2018 (Ind. 12).
- Increase in unduplicated headcount from FY 2015 (1,729) to FY 2018 (1,913) in ESOL courses (Ind. D).

The college continues to work on the following indicators:

- Total annual unduplicated headcount decreased from 45,045 in FY 2017 to 39,695 in FY 2018 (Ind. 1-a).
- Market share of first-time, fulltime freshmen decreased slightly from fall 2017 (46.9%) to fall 2018 (43.9%) (Ind. 2).
- Market share of part-time undergraduates saw a slight decline to 70.2% in fall 2018 from 71.7% in fall 2017 (Ind. 3).
- Enrollments in continuing education online courses decreased to 6,331 in FY 2018 from 8,292 in FY 2017 (Ind. 6-b).
- Total annual unduplicated headcount in continuing education basic skills and literacy courses decreased from 3,558 in FY 2017 to 3,248 in FY 2018 (Ind. 10-a).

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

The college strives to create a welcoming and accepting climate that supports the growth and success of all students. Pathways have been developed to assist students in identifying career and academic goals, with a focus on open access and reducing time to completion. In addition to advisors partnering with faculty liaisons to host FOI breakout sessions during orientation, advisors are assigned to students by FOI and personal and career counselors are assigned to undecided students at time of application. Advisors have created first-term course recommendations for every major and explore program, and work with Student Success (ACA 100) instructors to assist students in mapping a program through completion. This 1-credit course is designed to set students up for success via better study skills, time management, and setting realistic academic and career goals. Students also prepare a clear academic plan to guide them. Pathways seek to accelerate students to credit coursework, while focusing on their long-term academic passions.

Since 2002, the Student Achievement and Success Program (SASP) has served as a support and retention program designed to increase the academic success, retention, graduation and transfer of students who traditionally may have more barriers and challenges to overcome in order to realize their goals. SASP student enrollment is over 1,200 participants annually. Students can be first-generation college students, minority, low-income, or students with a need for foundational coursework at the time of admission. Services provided include a faculty-led SASP tutoring lab, including academic success coaching, laptop/textbook/calculator loan service, life skills and study strategy workshops, cultural activities, 4-year college visits, informal interactions with faculty and staff including engagement coaching, academic monitoring and incentive scholarships. SASP students continue to be retained at higher rates than comparable groups in the overall student population.

AACC offers 10 credit academic programs requiring external licensing and/or certification upon completion of a program that had more than 5 candidates in the year. Four programs had 100% pass rates in FY 2018 (EMT-Paramedic, Physical Therapy Assistant, Radiological Technology, and Medical Assisting). Three programs had pass rates 90% or over: Nursing (97%), Physician Assistant (96%) and Medical Laboratory Technician (90%) (Ind. 25).

Other Indicators Positively Influencing Success Include:

- Successful-persister rate after four years for all students in the fall 2014 cohort has steadily increased to 74.6% from 72.1% for the fall 2011cohort (Ind. 16-d).
- The graduation-transfer rate after four years for all students in the fall 2014 cohort increased to 53.5% from the fall 2013 (52.7%) cohort (Ind. 18-d).
- The college continues to focus the vast majority of its expenditure dollars toward instruction (Ind. 27a).

The college continues to work on the following indicators:

- Fall-to-fall retention rate for developmental students in the fall 2017 cohort saw a decrease to 57.8% (Ind. 13-a) from the fall 2016 cohort (61.0%) and retention for college-ready students for the fall 2017 cohort (67.8%) saw a slight decrease from the fall 2016 cohort (68.4%) (Ind. 13-b).
- Decrease in Fall-to-fall retention of Pell Grant recipients for the fall 2017 cohort to 58.0% from 59.3% in fall 2016 (Ind. 14-a).
- Developmental completers after four years saw a slight decrease from 43.6% for the fall 2014 cohort from 44.5% for the fall 2013 cohort (Ind. 15).
- 2,247 degrees and certificates were awarded in FY 2018, down from 2,398 in FY 2017 (Ind. 20-d).
- Science, Technology, Engineering and Mathematics (STEM) programs had 708 credit awards and credit enrollment of 3,841in FY 2018, both down from FY 2017 (Ind. 21 a & b).

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

As emphasized in the State Plan for Postsecondary Education, AACC works to "be innovative by being both flexible and sustainable...and more nimble in responding to student needs". The college has redesigned its student experience in support of a pathways infrastructure. As mentioned previously, AACC is seeing promising results in its Model Course Initiative, with its targeted efforts to eradicate equity gaps in course outcomes for thousands of students each semester enrolled in entry-level gatekeeper courses. The college continues to provide greater access to open educational resources to lower textbook costs for students. Further, the college has implemented a new and improved Faculty Referral System.

AACC is one of the nation's 19 community colleges represented on the board of directors of the League for Innovation in the Community College. The college has been a member of the League for Innovation since 2004 when it was unanimously selected for its innovative programs and services, commitment to learning-centered education, and dedication to serving students and the community. Under Dr. Lindsay's leadership, in fall 2013 AACC was reaffirmed as a League for Innovation board member.

In fall 2016, AACC launched LEARN AACC, a yearlong professional development program for a cohort of faculty incorporating the OnCourse® Program, and weekly and online activities emphasizing equity, student success, and academic excellence. New adjunct faculty must complete an online onboarding course and a faculty team is revising the promotion and tenure process to include consideration of incorporation of diverse teaching practices.

The award-winning Virtual Campus, a model e-Learning provider, makes readily accessible AACC's learning programs supported by fully integrated and responsive student success services delivered locally, regionally, nationally, and globally. In FY 2019, there were 38,492 enrollments in credit and noncredit online courses, up nearly 40% from FY 2015 (27,631) (Ind. 6 – a&b).

Other Indicators Positively Influencing Innovation:

- 77.7% of full-time employed career program graduates reported working in a field related to their major (Ind. 28).
- 82.8% of AACC graduates are satisfied with their educational achievements at the college (Ind. 29).
- Employer satisfaction with contract training remains at 100% (Ind. 34).

The college continues to work on the following indicators:

- In FY 2018, the college had an unduplicated annual headcount of 11,720 individuals enrolled in continuing education workforce development courses, equating to 26,555 annual course enrollments, down from FY 2017 (Ind. 30 – a & b).
- Enrollment in Continuing Professional Education leading to a government or industry-required certification or licensure saw a decline from 3,365 in FY 2017 to 3,029 in FY

2018 (Ind. 31-a). For this same time period, annual course enrollments decreased from 6,670 to 6,136 (Ind. 31-b).

- The number of business organizations provided training and services under contract decreased slightly from 102 in FY 2017 to 100 in FY 2018 (Ind. 32).
- In FY 2018, the college had an unduplicated annual headcount of 9,788 individuals enrolled in contact training courses, down from 13,405 in FY 2017 (Ind. 33-a).

AACC has been twice awarded the Government Finance Officers Association (GFOA) Award for Best Practices in Community College Budgeting. This award recognizes community colleges that demonstrate practices that align and advocate for resource alignment to student outcomes, as well as budget process excellence. The work of Engagement Matters was heavily featured in these applications.

Cost Containment

Cost containment efforts remain pervasive throughout AACC. The college continually reviews current operations to identify areas where costs can be reduced and administrative processes can be made more efficient. Through purchasing initiatives such as competitive bidding and strategic preferred contract supplier relationships the college saved $2.27 million in FY 2019.

Cost Savings:

Negotiated Contract Savings	$1,515,334
Reduce Equipment Maintenance Cost	519,200
Utility Consortium Electric Rate Savings	101,040
Relocation Commencement Event	120,930
Use of In-house Labor Instead of Outside Contractors	12,440
Use of Free Software	2,735
Costs Savings Total	**$2,271,679**

Cost Avoidance:

Redeploy Existing Furniture	$83,200
Use of Donated Equipment	57,464
Donor Advertising	16,000
Recycle Office Supplies	750
Costs Avoidance Total	**$157,414**

Revenue Enhancement:

New Grant Funding Sources	**$3,081,381**
Athletic Fundraising	40,000
Electric Demand Refund	27,642
Increased Procurement Card Rebate	16,970
Electric Car Charging	420
Recycle Rebates	299
Revenue Enhancement Total	**$3,166,712**

FY2019 Cost Containment Total	**$5,595,805**

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

Temporary Cost Savings

Hold 59 Positions Vacant All Year	$3,412,352
Hiring Slowdown and All Recruitments Approved by V.P.s	2,858,095
Temporary Cost Savings	**$6,270,447**

SECTION 3: COMMUNITY OUTREACH AND IMPACT

The mission of AACC clearly identifies the importance of, and commitment to, assuring support of the diverse needs of Anne Arundel County and the areas surrounding the county. The college's leadership team places strong emphasis on employees supporting and engaging with the community via service on dozens of local, regional and national boards. AACC received the Community Engagement Classification by the Carnegie Foundation. Further, the college received the President's Higher Education Community Service Honor Roll award from the Corporation for National and Community Service.

Collaboration with Educational Organizations

In support of community partnerships and college readiness, AACC has strong partnerships with Anne Arundel County Public Schools (AACPS). As indicated previously, the number of high school students enrolled at AACC has increased over 20% in the past four years. The Early College Access Program (ECAP) allows high school students to take AACC credit courses and receive a 50 percent tuition reduction. Current high school students have the opportunity to access courses at one of AACC's locations, online, hybrid or on-site at the high school. Over 90 pathways provide seamless transition from dual enrollment courses and alternative credit opportunities, into associate degree and certificate programs, bachelor's degrees, and beyond. To facilitate this, AACC Transition Advisers are on-site at area high schools.

Other key collaborations with AACPS included: early assessment of high school students to help decrease the need for remediation at the postsecondary level; parent information sessions; hosted 250 AACPS students for the Hispanic Youth Mini Symposium including college going/cultural sessions, student shared stories, campus tours with bi-lingual interpreters; a "get-to-know" AACC fair for students from the county's high schools; partnered with Accessible Resources for Independence to offer "What's next?" to students with disabilities and their families; a strong partnership with Meade High School's Homeland Security Signature Program that offers high school students thematic courses and co-curricular, workforce-relevant experiences related to homeland security and emergency management. The college's financial aid experts provided Financial Aid Community Outreach events that reached thousands of community members this year, including onsite at AACPS schools with services targeting high school students and their parents. Participants receive valuable information to maximize their financial aid opportunities and get tips for completing the Free Application for Federal Financial Aid (FAFSA). AACC's Black Male Initiative has developed community partnerships with Annapolis chapters of Kappa Alpha Psi, Omega Psi Phi fraternities and African Diversity International Black Males. AACC's annual College Fair was attended by over 900 students and parents and 136 college/university representatives.

The AACC Regional Higher Education Center (RHEC) at Arundel Mills is home to the AACC University Consortium. The RHEC contributes to achieving several objectives in the 2017-2021 *Maryland State Plan for Postsecondary Education*. Most notably, learners have access to associate, baccalaureate and graduate degrees under one roof in Anne Arundel County. Students may begin selected degree programs in their first year at AACC and continue attending courses at Arundel Mills through the baccalaureate degree level and beyond. Partner institutions offer baccalaureate, graduate and certificate degree programs on-site at Arundel Mills. These institutions are: Frostburg State University, Notre Dame of Maryland University and University of Maryland University College. Affordability remains a barrier to education for many of our students. As a result, our partnered institutions offer various scholarship opportunities for transfer students that attend the AACC Regional Higher Education Center at AMIL.

Collaboration with Business, Industry & Non-Profit Organizations
The college plays a significant role in regional economic development by preparing a highly-skilled, highly-qualified workforce. AACC has over 20 program advisory boards that include representatives from the business community to support the county's largest industry sectors and help ensure students receive applicable experience in all aspects of industry. Advisory boards help departments monitor regulatory processes, identify emerging markets and trends, review current and new programs, and offer advice on possible future programs. The college receives high-marks in employer surveys attesting to the quality and rigor of programming sufficiently preparing students for success. Department chairs/directors evaluate results and make adjustments as warranted. Faculty and staff are members of numerous industry affiliated boards and councils. The Sales and Service Training Center works in partnership with governmental agencies and businesses to provide services to job seekers and employers at no cost.

The AACC Foundation has industry and community leaders on its board, provides funding to support scholarships for students seeking to earn industry credentials, and raises funding to support purchase of technology, equipment and supplies. In 2018, the AACC Foundation received a leadership gift of $1 million to support the construction of the Clauson Center for Innovation and Skilled Trades on the Arnold campus. AACC is building this Center to provide solutions to address the growing need for skilled trade workers in our community and help more people successfully establish themselves in rewarding careers. Skilled trade positions have been identified as some of the most difficult positions for employers to fill in the United States according to recent research. In consultation with an industry advisory board, AACC plans to launch six inaugural programs when the Center opens in 2021: electrical, forklift operator, HVAC, plumbing, welding and general contracting. The 12,000 square foot building will accommodate dynamic programming that adapts to job market demands. If sufficient demand exists to expand the facility, the building could be expanded to reach 36,000 square feet.

Since establishing their partnership in 2012, AACC and Live! Casino and Hotel have worked together to meet the growing industry needs for trained and motivated workers in Maryland's casino industry. AACC's Casino Dealer School has trained thousands of individuals. The Live! Casino & Hotel Scholarship was established to provide tuition-free table games dealer training for eligible students.

AACC's Sarbanes Center for Public and Community Service provides leadership and support for community-based learning and scholarly outreach. Collaborating with the community, the center designs and develops mutually beneficial opportunities for over 800 students a year to work with 175 community partners in order to enhance learning beyond the classroom, encourage civic participation, and contribute to the greater good. The Sarbanes Center Partner of the Year project brings together all of the resources of the center in a year-long collaboration to make a greater impact in the community. The FY 2019 Partner of the Year was the Anne Arundel Food Bank. AACC is now a distribution partner of the Maryland Food Bank as the campus pantry provides food to students and employees in need, who have the opportunity to access up to 30 pounds of food each week they visit the food pantry. In January 2019, services previously provided by the Anne Arundel County Volunteer Center for 18 years transitioned to AACC's Sarbanes Center. The Sarbanes Center now also actively promotes and supports volunteer opportunities around the county as well as the unique partnerships with local nonprofits.

AACC's Internship Office partners with hundreds of employers to increase their visibility and brand on campus via job and internship fairs, posting job announcements, and allowing them to search student and alumni résumés via College Central database. At the department level, faculty and staff manage fieldwork and clinical educational activities outside of the classroom. Quality of experiential activities is regularly reviewed for all stakeholders and by clinical evaluations of student performance.

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

SECTION 4: ACCOUNTABILITY INDICATORS

Please see attached tables in AACC 2019 Accountability Report.

2019 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	
A.	Credit students enrolled part time	71.0%	71.9%	71.4%	71.6%	
B.	Credit students with developmental education needs	71.7%	71.6%	62.0%	61%	
		Spring 2012	Spring 2014	Spring 2016	Spring 2018	
C	Credit students who are first-generation college students (neither parent attended college)	28.2%	25.9%	25.3%	26.6%	
		FY 2015	FY 2016	FY 2017	FY 2018	
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1729	1872	1996	1913	
		FY 2015	FY 2016	FY 2017	FY 2018	
E	Financial aid recipients					
	a. Credit students receiving Pell grants	21.0%	20.4%	20.5%	18.3%	
	b. Credit students receiving loans, scholarships and/or need-based financial aid	33.6%	32.6%	29.9%	30.5%	
F	Students 25 years old or older	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
	a. Credit students	37.2%	36.9%	35.4%	35.2%	
		FY 2015	FY 2016	FY 2017	FY 2018	
	b. Continuing education students	81.3%	80.1%	81.2%	79.9%	
		Spring 2012	Spring 2014	Spring 2016	Spring 2018	
G	Credit students employed more than 20 hours per week	53.3%	57.5%	56.0%	55.6%	
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	
H	Credit student racial/ethnic distribution					
	a. Hispanic/Latino	6.6%	6.9%	7.8%	8.2%	
	b. Black/African-American only	16.8%	17.1%	16.7%	16.8%	
	c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.5%	
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.2%	0.2%	
	e. Asian only	3.8%	3.9%	4.3%	4.6%	
	f. White only	60.1%	59.2%	58.1%	57.0%	
	g. Multiple races	3.7%	4.7%	4.4%	4.7%	
	h. Foreign/Non-resident alien	1.0%	1.4%	1.6%	1.6%	
	i. Unknown/Unreported	7.3%	6.7%	6.6%	6.6%	
		FY 2015	FY 2016	FY 2017	FY 2018	
I	Wage growth of occupational program graduates					
	a. Median income one year prior to graduation	$16,916	$16,429	$16,795	$16,040	
	b. Median income three years after graduation	$38,704	$39,595	$41,929	$44,269	

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	50,575	46,877	45,045	39,695	**51,965**
	b. Credit students	21,705	20,795	19,908	18,734	**20,965**
	c. Continuing education students	30,954	28,022	26,876	22,409	**31,000**
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	50.8%	46.6%	46.9%	43.9%	**55.0%**
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	73.6%	72.8%	71.7%	70.2%	**77.0%**
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	64.8%	65.3%	60.0%	62.0%	**70.0%**
	Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	919	1,006	1,042	1,125	**975**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
6	Enrollments in online courses					
	a. Credit	25,334	25,528	23,871	32,161	**26,000**
	b. Continuing education	2,297	8,104	8,292	6,331	**2,500**
		FY 2016	**FY 2017**	**FY 2018**	**FY 2019**	**Benchmark FY 2021**
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.4%	44.3%	44.3%	44.0%.	**45.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	9,858	9,340	9,273	9,179	**12,000**
	b. Annual course enrollments	33,479	32,887	33,781	34,025	**35,000**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	3,917	3,891	3,558	3,248	**4,100**
	b. Annual course enrollments	7,238	7,493	6,437	5,794	**7,800**
10	Minority student enrollment compared to service area population	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
	a. Percent nonwhite credit enrollment	34.5%	35.6%	36.8%	37.9%	**37.0%**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
	b. Percent nonwhite continuing education enrollment	34.0%	36.4%	37.8%	38.3%	**50.0%**
		July 2015	**July 2016**	**July 2017**	**July 2018**	**Benchmark July 2020**
	c. Percent non-white service area population, 18 or older.	27.6%	28.3%	29.1%	29.9%	**Not Applicable**
		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	20.0%	19.0%	17.8%	19.2%	**25.0%**
		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	17.7%	15.0%	17.4%	17.7%	**25.0%**

Goal 2: Success

		Fall 2014 Cohort	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Benchmark Fall 2019 Cohort**
13	Fall-to-fall retention					
	a. Developmental students	58.5%	59.2%	61.0%	57.8%	**68.0%**
	b. College-ready students	66.4%	66.0%	68.4%	67.8%	**68.0%**
		Fall 2014 Cohort	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Benchmark Fall 2019 Cohort**
14	Fall-to-fall retention					
	a. Pell grant recipients	57.5%	61.8%	59.3%	58.0%	**68.0%**
	b. Non-recipients	62.2%	61.2%	64.7%	62.7%	**Not Applicable**
		Fall 2011 Cohort	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Benchmark Fall 2016 Cohort**
15	Developmental completers after four years	39.7%	41.6%	44.5%	43.6%	**50.0%**

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2019 ACCOUNTABILITY REPORT					
		Fall 2011 Cohort	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Benchmark Fall 2016 Cohort**

		Fall 2011 Cohort	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Benchmark Fall 2016 Cohort**
16	Successful-persister rate after four years					
	a. College-ready students	84.7%	86.7%	87.1%	86.0%	**85.0%**
	b. Developmental completers	86.6%	84.1%	84.6%	87.2%	**85.0%**
	c. Developmental non-completers	45.5%	47.9%	45.6%	43.2%	**Not Applicable**
	d. All students in cohort	72.1%	73.8%	74.1%	74.6%	**75.0%**
		Fall 2011 Cohort	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Benchmark Fall 2016 Cohort**
17	Successful-persister rate after four years					
	a. Black/African-American only	60.9%	66.8%	65.0%	64.3%	**72.0%**
	b. Asian only	84.7%	86.7%	89.0%	84.8%	**72.0%**
	c. Hispanic/Latino	68.8%	66.0%	64.2%	67.7%	**72.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2011 Cohort	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Benchmark Fall 2016 Cohort**
18	Graduation-transfer rate after four years					
	a. College-ready students	67.2%	74.4%	73.7%	68.5%	**70.0%**
	b. Developmental completers	57.1%	56.7%	56.3%	60.5%	**65.0%**
	c. Developmental non-completers	28.6%	30.2%	26.8%	26.5%	**Not Applicable**
	d. All students in cohort	49.9%	53.3%	52.7%	53.5%	**55.0%**
		Fall 2011 Cohort	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Benchmark Fall 2016 Cohort**
19	Graduation-transfer rate after four years					
	a. Black/African-American only	40.2%	46.3%	44.9%	46.7%	**54.0%**
	b. Asian only	57.6%	77.3%	67.1%	66.7%	**54.0%**
	c. Hispanic/Latino	52.3%	46.5%	47.7%	45.1%	**54.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
20	Associate degrees and credit certificates awarded					
	a. Career degrees	695	702	671	653	**711**
	b. Transfer degrees	1157	1076	1034	969	**1,066**
	c. Certificates	1154	673	693	625	**744**
	d. Total awards	3,006	2,451	2,398	2,247	**2,521**
21	STEM programs	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
	a. Credit enrollment	5,672	5,100	4,056	3,841	**6,100**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
	b. Credit awards	1,010	788	743	708	**832**
		Alumni Survey 2008	**Alumni Survey 2011**	**Alumni Survey 2014**	**Alumni Survey 2016**	**Benchmark Alumni Survey 2018**
22	Graduate satisfaction with educational goal achievement	96.4%	98.8%	97.0%	97.5%	**98.0%**
		Spring 2011 Cohort	**Spring 2013 Cohort**	**Spring 2015 Cohort**	**Spring 2017 Cohort**	**Benchmark Spring 2019 Cohort**
23	Non-returning student satisfaction with educational goal achievement	81.1%	no survey	77.0%	81.8%	**85.0%**
		Alumni Survey 2008	**Alumni Survey 2011**	**Alumni Survey 2014**	**Alumni Survey 2016**	**Benchmark Alumni Survey 2018**
24	Graduate satisfaction with preparation for transfer	77.8%	83.7%	84.0%	94.4%	**90.0%**
	Note: Response categories changed starting in 2008.					

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		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a. EMT-Basic	72.0%	74.0%	75.0%	76.0%	85.0%
	Number of Candidates	36	50	48	46	
	b. EMT-Paramedic	95.0%	86.0%	90.0%	100.0%	90.0%
	Number of Candidates	18	14	20	29	
	c. Nursing-RN	89.0%	93.2%	98.0%	97.0%	90.0%
	Number of Candidates	118	117	106	102	
	d. Physical Therapy Assistant	95.7%	84.0%	96.4%	100.0%	90.0%
	Number of Candidates	22	25	28	21	
	e. Physician Assistant	100.0%	92.0%	93.0%	96.0%	95.0%
	Number of Candidates	32	36	57	48	
	f. Radiological Technology	100.0%	100.0%	100.0%	100.0%	95.0%
	Number of Candidates	13	9	14	17	
	g. Therapeutic Massage	96.7%	89.5%	93.0%	89.0%	95.0%
	Number of Candidates	29	38	28	18	
	h. Medical Assisting - Certificate	79.0%	84.0%	100.0%	100.0%	95.0%
	Number of Candidates	15	19	15	22	
	i. Medical Laboratory Technician	64.0%	90.0%	92.0%	90.0%	95.0%
	Number of Candidates	7	10	12	10	
	j. Surgical Technology	100.0%	88.0%	71.0%	89.0%	85.0%
	Number of Candidates	6	9	7	9	
		AY 14-15	**AY 15-16**	**AY 16-17**	**AY 17-18**	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	MHEC did not	86.2%	85.9%	86.0%	
	b. Mean GPA after first year	provide	2.89	2.86	2.89	
	Methodology to calculate this indicator changed starting in AY 15-16					
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
27	Expenditures by function					
	a. Instruction	51.0%	51.0%	50.3%	49.9%	**53.0%**
	b. Academic support	14.9%	15.0%	14.7%	15.8%	**14.0%**
	c. Student services	8.6%	9.0%	9.3%	9.7%	**8.0%**
	d. Other	25.5%	25.0%	25.6%	24.7%	**25.0%**
Goal 3: Innovation						
		Alumni Survey 2008	**Alumni Survey 2011**	**Alumni Survey 2014**	**Alumni Survey 2016**	**Benchmark Alumni Survey 2018**
28	Full-time employed career program graduates working in a related field	83.3%	85.7%	71.0%	77.7%	**87.0%**
		Alumni Survey 2008	**Alumni Survey 2011**	**Alumni Survey 2014**	**Alumni Survey 2016**	**Benchmark Alumni Survey 2018**
29	Graduate satisfaction with job preparation	84.6%	80.5%	61.0%	82.8%	**90.0%**
	Note: Response categories changed starting in 2008.					
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	19,874	17,206	16,013	11,720	**20,000**
	b. Annual course enrollments	38,662	35,903	34,949	26,555	**39,000**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,993	3,909	3,365	3,029	**4,100**
	b. Annual course enrollments	7,474	7,741	6,670	6,136	**8,000**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
32	Number of business organizations provided training and services under contract	115	112	102	100	**115**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	17,033	14,483	13,405	9,788	**16,000**
	b. Annual course enrollments	33,417	31,254	28,716	21,260[31]	**32,000**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**

34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	**98.0%**

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2430		640		781		1009	
2	Number attempting fewer than 18 hours over first 2 years	639		97		31		511	
3	Cohort for analysis (Line 1 – Line 2)	1791	100.0%	543	100.0%	750	100.0%	498	100.0%
4	Earned Associate degree from this community college	458	25.6%	203	37.4%	250	33.3%	5	1.0%
5	Earned certificate, but no degree, from this community college	41	2.3%	15	2.8%	18	2.4%	8	1.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	499	27.9%	218	40.1%	268	35.7%	13	2.6%
7	Transferred to Maryland two-year/technical college	81	4.5%	16	2.9%	27	3.6%	38	7.6%
8	Transferred to Maryland public four-year college	555	31.0%	238	43.8%	261	34.8%	56	11.2%
9	Transferred to Maryland private four-year college or university	19	1.1%	5	0.9%	8	1.1%	6	1.2%
10	Transferred to out-of-state two-year/technical college	26	1.5%	8	1.5%	8	1.1%	10	2.0%
11	Transferred to out-of-state four-year college or university	117	6.5%	46	8.5%	53	7.1%	18	3.6%
12	Total transfers (sum of Lines 7 - 11)	798	44.6%	313	57.6%	357	47.6%	128	25.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	339	18.9%	159	29.3%	171	22.8%	9	1.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	958	53.5%	372	68.5%	454	60.5%	132	26.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	293	16.4%	81	14.9%	166	22.1%	46	9.2%
16	Successful transition to higher ed (Line 14 + Line 15)	1251	69.8%	453	83.4%	620	82.7%	178	35.7%
17	Enrolled at this community college last term of study period	85	4.7%	14	2.6%	34	4.5%	37	7.4%
18	Successful or persisting (Line 16 + Line 17)	1336	74.6%	467	86.0%	654	87.2%	215	43.2%

BALTIMORE CITY COMMUNITY COLLEGE
2019 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

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

II. INSTITUTIONAL ASSESSMENT

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

Baltimore City Community College's (BCCC) annual unduplicated credit headcount fell to 6,054 in FY 2018, but increased by 10.6% to 6,694 in FY 2019 (Indicator 1b). The market share of first-time, full-time freshmen increased 12.2 percentage points to 25.1% which represents 233 students, while the market share of part-time undergraduates decreased to 23.1% (Indicators 2 and 3). While the majority of BCCC's students enroll part-time, the proportion of part-time students declined to 65.8% in fall 2018 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that childcare is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, accelerated sessions, and "Z-courses" which utilize Open Education Resources (OERs) which reduce or eliminate the cost of textbooks.

The market share of recent, college-bound high school graduates decreased to 9.4% in fall 2017 (Indicator 4) which predates the launch of the Mayor's Scholars Program in fall 2018. The Mayor's Scholars Program (MSP) is a partnership between BCCC, the Baltimore City Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this last-dollar scholarship program, high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes and 289 completed the fall semester in credit courses and 15 additional students shifted to continuing education workforce programs. In 2019, over 400 students participated in the second cohort of the Summer Bridge

program. Based on the course pass rates and feedback from MSP students and faculty, the Summer Bridge program was shortened from seven weeks to six weeks and most students only took the one-credit PRE 100 credit instead of two courses. The Bridge programs 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; and participated in enrichment activities. Throughout the year, MSP students met with advisors and Student Success Coaches; and attended workshops, study halls, and a Coppin "Sneak Peak" transfer event. An end-of-year survey was administered to the 2018 cohort towards the end of spring 2019 (76 respondents) and 92.9% indicated that they were somewhat or very satisfied with the help they received from their MSP Success Coach, 80.3% would recommend MSP to friends or family, and 80.3% would recommend BCCC to friends or family.

The College's partnership with Year Up continued to grow. In June 2018, the College held the graduation ceremony for the sixteenth Year Up Baltimore cohort. Over 70 students graduated from the year-long program which includes coursework, workforce training, and paid internships, Students are invited to continue their studies at BCCC while continuing their employment.

The number of dual enrolled high school students increased to 230 for fall 2018 (Indicator 5, includes an additional 58 PTECH with registration activity that occurred subsequent to the 172 dual enrolled students reported in the College's Enrollment Information System file). In addition to two cohorts of PTECH students from Carver Vocational Technical High School and Paul Lawrence Dunbar High School, the College began it STEM Core partnership with Forest Park High School, Digital Harbor High School, and Vivian T. Thomas High School. The College continued offering classes on site at Bais Yaakov of Baltimore.

Enrollments in credit online courses increased to 6,904 in fall 2018 (Indicator 6a). In fall 2018, face-to-face and online sections were offered for all of the College's 20 highest enrolled courses offered; 468 students enrolled exclusively in online classes and an additional 1,297 students enrolled in both online and face-to-face classes. In 2018, the following degree programs could be completed entirely online: Business Administration, Business Management, Accounting, Law Enforcement/Correctional Administration, and General Studies. 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 Center for E-Learning Excellence and Teaching Innovation offers training related to instructional resources through the academic year. Training topics include using videos in Canvas, eTutoring at BCCC, how to conduct webinars for students, Canvas tools, incorporating accessibility in online courses, creating rubrics and outcomes in Canvas, and Quality Matters rubrics.

The number of Z-course (courses that offer zero- or low-cost web-based textbooks and other digital materials) sections and offerings has expanded; in fall 2018, 156 sections of Z-courses were offered. The fall 2018 E-Learning student survey (220 respondents) showed that 95.0% of students enrolled in Z-courses found the content easy to access. In 2018, four BCCC faculty were awarded grants through the Maryland Open Source Textbook (MOST) High Impact OER Mini-Grant Program. The MOST grants are designed to support the replacement of traditional textbooks with learning resources that are openly licensed (Creative Commons CC-BY

Attribution 4.0 International License), fully accessible based on Web Content Accessibility Guidelines standards, openly and freely available outside their delivery platforms, provide students with day-one access to their learning materials, allow students to retain access to their OER content after completion of the course, and are continuously updated. The 2018 courses were MGMT 222 (Principles of Management), ENG 101 (English Writing), BIO 102 (Principles of Biology), MAT 128 (Pre-Calculus: College Algebra), and MAT 129 (Pre-Calculus II). In fall 2018, while the numbers of students in OER sections were far lower than those enrolled in non-OER sections, the pass rate in ENG 101 was five percentage points higher for the OER sections.

Continuing education online course enrollments increased to 1,318 in FY 2018 (Indicator 6b). Courses with the largest enrollments include ESOL Basic Skills Tutorial, ESOL Independent English, Child Care, Business Office Administration, Health Administration Billing Coding, Human Resources, and Physical Therapy Aide.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 38.3% received Pell grants in FY 2018 (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 33.8% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with reduced or 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's one-credit Preparation for Academic Achievement course, PRE 100, continues to offer OERs in all sections and has attained pass rates ranging from 76.0% to 78.7%, markedly higher than in years prior to the use of OERs.

BCCC's unduplicated headcount in continuing education decreased to 8,015 in FY 2018 (Indicator 1c.) The Workforce Development and Continuing Education Division (WDCE) remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2018 to 415 and 546, respectively (Indicator 8). The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2018 to 4,965 and 10,073, respectively (Indicator 9). The impact of the refugee resettlement concerns in the City and State was reflected in the annual unduplicated headcount in ESL courses which decreased in FY 2018 to 3,129 (Characteristic D). Through the coordination of the Mayor's Office of Immigrant Affairs, the College has developed a partnership with the Baltimore City Community Action Partnership for English language learner students. These students will attend BCCC in the fall

and spring semesters for contextualized English as a Second Language instruction covering vocabulary relative to financial literacy along with workshops and access to financial coaching provided by the City's Community Action Partnership Centers. Through the Refugee Assistance Program (RAP), adult refugees and asylees who have lived in the United States for five years or less take courses to improve their English, develop skills necessary to find employment, and function in their everyday English language environment. Classes are funded through a grant from the Maryland Office for Refugees and Asylees and are offered during the day and evening. WDCE offers GED and Pre-GED classes for adults 16 years of age or older who have not earned their high school diplomas and are not enrolled in a school program. Placement is based on students' scores on the Comprehensive Adult Student Assessment System (CASAS) placement test. Pre-GED classes are offered for students whose native language is not English. The College has partnered with South Baltimore Learning Center to help ex-offenders earn a GED.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 93.0% of fall 2018 credit students and 89.4% of FY 2018 continuing education students were minorities compared to 69.7% of the City's population (Indicator 10). In fall 2018, 72.9% of full-time faculty and 75.0% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a multitude of channels to attract a diverse, qualified, and competitive applicant pool. BCCC makes every effort to cast the widest net possible to capture a robust applicant pool by posting on a battery of job boards. All positions are posted on the BCCC website, *Indeed.com, US.Jobs, HigherEd Jobs*, *Inside Higher Ed, Academic Careers Online, Diverse Jobs.net, Maryland Diveristy.com, Higher Education Recruitment Consortium,* and the *Chronicle Vitae.* When positions prove hard to fill, the College will utilize specialty niche websites for recruiting specialized skill sets including the Society for Human Resource Management, the College & University Professional Association for Human Resources, Dice, Chesapeake Human Resources Association, Idealist Careers, the American Association of Community Colleges, Association of College & University Auditors, International Facility Management Association, CareerBuilder, and Monster. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participated in two job fairs at Morgan State University and at a job fair hosted by the Afro Newspaper. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions.

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

BCCC's fall-to-fall retention rate remained stable at 37.1% for the fall 2017 cohort of developmental students (Indicator 13a). The four-year developmental completer rate increased to 28.9% for the fall 2014 cohort (Indicator 15). With most students requiring developmental coursework, 90.7% of all first-time entrants in fall 2018, focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year (Characteristic B). In AY 2018 – 19, RENG 90, the lowest level of developmental Reading/English) was no longer offered. Five sections of RENG 91 were offered specifically for students who tested into RENG 90 in fall 2018. Students enrolled in the fall 2018 Accelerated 1 session of RENG 92 had a pass rate of 81.0%, notably higher than the

pass rate for the 16-week pass rate of 67.0% for the non-accelerated students. This information supported the plan to pilot the Accelerated Learning Program (ALP) in spring 2019. The ALP allows students to take RENG 92 and ENG 101 in one semester. In spring 2019, one section of ALP was offered for MSP students (students registered for designated RENG 92 and ENG 101 sections). The ALP designated sections enrolled 24 students for the semester and the pass rates were 91.7% for the RENG 92 component and the ENG 101 component. In fall 2018, 98.8% of new students who took the placement test were recommended into developmental math. In fall 2018, 799 students completed MAT 86 and pass rates fell. The Math Department and Office of Institutional Research reviewed the pass rates to ascertain differences based on modality and/or pace. The hybrid sections were held as 12-week sessions and online sections were offered in 12- and 16-week sessions. The hybrid sections' pass rate was notably higher than those of the online sections. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring; MAT 86 pass rates were higher for the Promise Academy sections than for the non-Promise Academy sections. The Math Department is offering four more hybrid sections of MAT 86 for fall 2019 and has developed a more detailed rubric for grading the final exam.

In addition to the tutoring services provided through the College's Center for Academic Achievement, all BCCC students can use eTutoring services via Canvas. Through eTutoring, students can receive assistance with the following subjects: Writing, Biology, Statistics, Anatomy & Physiology, Chemistry, Math, and Accounting. Students have access to the Online Writing Lab where they can submit a draft of a paper, seek feedback, and receive a response from a tutor within 24 to 48 hours. Students can participate in live tutoring where they meet with a tutor, one-on-one, via an interactive, virtual online environment.

The fall-to-fall retention rate for the 2017 cohort of Pell grant recipients increased to 37.1% (Indicator 14a). The number of Pell grant recipients fell by 273 students from FY 2017 to FY 2018, as reflected in the lower percentage of students receiving Pell grants in FY 2018 of 38.3% (Characteristic E). BCCC offered free Completion Assistance Workshops for the Free Federal Application for Student Aid (FAFSA) throughout the year to new and continuing students and parents. The Student Accounting Office has increased communications to students regarding FAFSA processes and payment arrangement options and deadlines through email, Canvas, phone calls, and information on the College's website. Financial aid presentations are a component of the PRE 100 course and new student orientations. The Student Support and Wellness Services Center offers activities throughout the year to help students with time management, stress management, exercise opportunities, and mental health awareness and resources.

BCCC's overall successful-persister rate for all students in the fall 2014 cohort fell slightly to 51.1% and the developmental completers' rate fell slightly to 74.3%, but remained nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 48.4% for the fall 2014 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2014 cohort to 37.1% and to 48.9% for the developmental completers (Indicator 18). The increase in the graduation-transfer rate for African-American students was similar to that for the total cohort at 34.5% for the fall 2013 cohort (Indicator 19a). A primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As

discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. The streamlined levels of developmental courses in math and reading/English are making a positive impact, as discussed above. The College continues its work to expand support services to all students, offer creative scheduling options including course modality and pace, increase financial aid literacy and access to information, and increase staff training. Student success remains BCCC's number one strategic priority.

The federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2018-19, the program served 230 students many of whom received individualized, intensive support services. Of those students, 35 graduated with degrees and/or certificates and 7 reported they will transfer to four-year institutions by fall 2019. The Program held two "Meet and Eat" events to address students' non-academic needs, and to enhance their sense of belonging in college. Participants had the opportunity to connect and share with one another and with staff in a relaxed atmosphere. Other events held during the year in collaboration with other departments included the Annual "Clothing Swap and Shop" to help students build professional wardrobes for interviews, internships and careers, "The Marketplace Experience II: Shattering the Myth of the Superwoman: Creating a Personal Plan for Success and "Home is Home, African and African Diaspora Symposium" during which participants shared their views about "Building Bridges Across the Diaspora."

The total number of degrees and certificates awarded increased by 34.4% to 656 in FY 2018, the highest number awarded since FY 1984 and the number of STEM awards increased by 26.4% to 306 (Indicators 20 and 21b). FY 2018 included the first degrees and certificates awarded in the Cyber Security and Assurance programs with 9 degrees and certificates. Increases in other programs' awards included Accounting, Business Administration, Information Technology Basic Skills, Computer Information Systems, and Biotechnology.

While STEM awards increased, enrollment in STEM programs decreased in fall 2018 to 2,297 (Indicator 21a). BCCC launched a partnership with Edmondson Westside High School for a dual enrollment certificate in Biotechnology Lab Science and Lab Animal Science, which is a first in Baltimore City. In 2019, 17 Edmondson sophomores enrolled in the pilot program and are on track to graduate from high school with a certificate as well as complete their Career and Technical Education (CTE) programs of study in the health professions or engineering pathways. Biotechnology students develop laboratory technical skills in preparation for employment under the supervision of professional scientists and may prepare for transfer to senior institutions. The program includes a state-of-the-art technical research experience through local biotechnology companies and research facilities and labs including University of Maryland, Baltimore, University of Maryland Baltimore County, Towson University, and the Johns Hopkins University. The summer internships that these students complete lead to job opportunities.

The College held its seventh annual STEM Symposium: Shaping Our Future Through STEM. Over 300 students attended to hear the keynote speaker from The Juxtopia Group, a non-profit organization established in 2000 to increase the number of underserved and disadvantaged

minorities that pursue advanced degrees, contribute to STEM related careers, and establish STEM related businesses. The STEM Symposium highlights student research, much of which was conducted at the University of Maryland Medical School. The College's sixth annual Biotech Symposium, held at the University of Maryland BioPark, featured a career panel of BCCC alumni who shared with a group of high school students how their start in BCCC's Biotechnology program and Biotechnology Club helped them achieve their career goals. BCCC hosted the fifth annual Maryland Collegiate STEM Conference (MCSC). Over 500 participants from 21 Maryland colleges and universities attended and were welcomed by Lt. Governor Boyd Rutherford. The MCSC is a collaborative effort of Maryland community colleges to highlight STEM programs and create opportunities for students. The conference featured student-led research poster presentations and speakers.

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

BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2018 for the fifth consecutive year (Indicator 25). Licensed Practical Nursing achieved a pass rate of 90.0% and Nursing achieved 85.4%. The pass rates for Physical Therapy Assistant and Respiratory Care fell to 72.7% and 73.3%, respectively. The Respiratory Care program implemented the following strategies to improve pass rates: purchased software to be administer practice exams in the Respiratory Care lab, hired dedicated staff at the clinical sites, purchased access to Lindsey Jones, a web-based tool similar to the licensing exam that can be customized to strengthen students' weak areas, and upgraded lab simulation equipment to provide more real-world situations to enhance critical-thinking skills.

The performance of BCCC transfer students at senior institutions decreased in AY 2017-18. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined to 80.0% and the mean GPA after the first year decreased to 2.66 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including a new agreement with Bellevue University. The College hired a new Transfer Specialist for the Transfer Center to assist students with the transfer process. Information regarding articulation agreements, ARTSYS, scholarships for transfer students, transfer admission deadlines, and the transfer application process are available on the College's website and in the Transfer Center at the main campus. BCCC hosts transfer events every semester on campus and participates in those hosted by senior institutions.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The College continues to maintain a larger percentage then benchmarked for instruction and academic support. While the College's unrestricted expenditures decreased by $1.1 million from FY 2017 to FY 2018, the change in the distribution of expenditures is due to the College reclassifying expenses in FY 2018 (which were classified in prior fiscal years as instruction, primarily within the continuing

education division) to their appropriate classifications of academic support and student services. These reclassifications will carry forward to future fiscal years.

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

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2015 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center has expanded to include a site at the College's Reisterstown Plaza Center in addition to the main campus and Harbor site. The Center provides the following services to credit and continuing education students and alumni: career counseling, resume development, access to College Central (an online registration and job posting system for internships, co-ops, volunteer opportunities, information sessions, and full- and part-time jobs), career fairs, and employer visibility days. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up, P-TECH, and Biotechnology students have access to industry mentors who are brought to the campus to explain job opportunities. Results from the 2016 and 2018 administrations of the CCSSE showed an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2018 (Indicator 30a and 30b). In fall 2018, the College, Goodwill, Industries and CVS Health opened a mock pharmacy, the first of its kind in the nation. The mock pharmacy, located at Goodwill of the Chesapeake's headquarters in downtown Baltimore, provides students with realistic and hands-on experience to become successful pharmacy technicians and patient advocates. It includes a patient consultation area, checkout counter, and inventory of imitation prescription medicines. BCCC provides instructions for the courses. The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased (Indicator 31a and 31b). In 2018, BCCC launched a new Commercial Driver's License training program through a partnership with the Lazarus Rite and Baltimore City's Department of Transportation (DOT) and Department of Public Works (DPW). The innovative program provides 16-week training to returning citizens tuition free along with access to employment opportunities with DOT and DPW. Sixteen participants completed the session offered.

The unduplicated headcount in contract training decreased to 1,143 and course enrollments fell to 2,472 (Indicator 33a and 33b). The number of business organizations continued to increase in FY 2018 to 90 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). BCCC provided contract training and services to the Baltimore City Fire Department for Emergency Medical Technician, Baltimore City Police Department for a program for cadets, and International Rescue Committee for Transition to English classes for manufacturing workers. WDCE is developing new training with Johns Hopkins Hospital and University of Maryland Medical System for multiple health programs.

Response to Commission Questions

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

BCCC Response: The Commission highlighted in the question posed to BCCC for the 2018 Report that the College's outcomes "for all students and African American students are almost identical because African American students comprise the majority of the College's credit students; therefore, the College does not report any achievement gaps between these populations." An achievement gaps does exist among developmental-completers as compared to non-completers. The need for remediation remains high for BCCC students and the College is committed to reducing as many barriers as possible to completing recommended developmental coursework.

As noted previously, the Accelerated Learning Program (ALP) was piloted in spring 2019 for RENG 92 and ENG 101 for Mayor's Scholars Program (MSP) students. Students were permitted to self-select this option based on their placement test scores and advisor recommendations. The pass rates of 91.7% in the RENG 92 and ENG 101 components; the pass rate in the non-ALP RENG 92 sections was 63.6% and 67.5% in the non-ALP ENG 101 sections. Based on the pilot section's pass rates, the English, Humanities, Visual and Performing Arts department offered three face-to-face ALP opportunities for fall 2019, with two designated for MSP students and one for non-MSP students. The instructors utilize the syllabi for RENG 92 and ENG 101 and integrate the student learning outcomes throughout the semester. The learning outcomes related to essay writing, documentation, analysis, and critical thinking will be of particular interest in assessing and adapting the ALP. Course pass rates will continue to be evaluated. Because of the accelerated nature of the ALP, instructors are implementing a break in the middle of the class time. Students will be surveyed towards the end of the semester regarding their perceptions of the class structure, pace, and content. Metrics will measure course pass rates, learning outcomes, final exams, course pass rates in subsequent English courses (if applicable), student survey results, faculty survey results, next-term retention, and completion.

COMMUNITY OUTREACH AND IMPACT

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

Student Involvement

Involvement in community service helps to create and increase students' sense of belonging. In Academic Year (AY) 2018 – 19, TRIO/SSS-STAIRS students and staff were actively involved in the BCCC community events. They donated clothes and time to the Clothing Swap and Shop event, and offered valuable contributions during the "Home is Home" event including a recommendation to institute an "International /Social Coffee Hour" as an informal non-threatening way to interact and get to know individuals from diverse cultures.

The Environmental Science Club led a "Jeans for Teens" event to collect new or used jeans to donate to City homes for teenagers. The Phi Theta Kappa Honor Society students organized a Thanksgiving food drive for City families in need along with toy drive to benefit the children of the Dayspring Programs, Inc.

A student from BCCC's Biotechnology program spoke at the Biotechnical Institute of Maryland's twentieth anniversary at the B&O Railroad Museum. BCCC students participated in the third annual "I Stand with Immigrants College & University Day of Action" held at the main campus in fall 2018. The event shared resources for immigrants and featured the Director of the Mayor's Office of Immigrant Affairs and a speaker from We Are Casa. Student athletes and coaches participated in the Baltimore Walk for ALS.

BCCC's held its fortieth annual Spring Fashion Show which featured designers from BCCC fashion design and merchandising programs and BCCC faculty and staff. BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted its annual public free oral cancer screening and awareness event in spring 2019. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. As part of National Dental Hygiene Month, the Dental Hygiene Clinic offered free dental hygiene care to seniors 62 year of age or older. Treatment included blood pressure screenings, x-rays, oral cancer screenings, complete dental examinations, and dental cleanings for dentures or partials. The School of Nursing and Health Professions hosted a free community shredding event.

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

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. AY 2018 – 19 marked the second year of the College's five-year renewal grant awarded in fall 2017 from the United States Department of Education.

The "Beats Not Bullets Step Show" was organized to show the artistic and passionate side of Baltimore students and to take a stand against gun violence in the City. The event was hosted by the BCCC Step Team and featured teams from Morgan State University, the Alpha Zeta Archonettes, and kids from various high Baltimore City high schools. Students participated in hopes of changing the way young people move on the stage and the streets of the City. The show was highlighted on the local news stations.

BCCC partnered with BCPSS for the fourth annual Courting Art contest. High school students, their families, friends, and art teachers celebrated the artwork submitted for the contest which was unveiled at the College's Fine Arts wing. The theme for this year's competition was "Uplift Baltimore." The finalists' artwork was displayed at the City's Eastside District Court Building at an awards reception where the top five contestants were awarded scholarships towards art programs or postsecondary degrees.

Business, Organizations, and Agencies

The West Baltimore-based Conscious Venture Lab is housed at BCCC's South Pavilion site. The La is a partnership with Innovation Village and serves as an accelerator program helping mission-driven startups build a business.

As part of the Facebook Community Boost initiative, BCCC is partnering with Facebook to develop a new Digital Marketing Certificate program. Students will have access to a new curriculum including digital marketing and social media strategy courses. Facebook and BCCC staff will work closely to structure the courses and curriculum to ensure they provide the digital skills that employers have indicated are necessary.

BCCC's Citizenship Preparation Program is the largest citizenship program in Maryland. Multi-level citizenship classes are free for students and are held at various agency sites throughout the City and State to prepare students with the English language skills and knowledge in U.S. history, civics, and government knowledge necessary for the federal neutralization exam. Students must be permanent legal residents (green card holders) and eligible to apply for naturalization.

Community Programs and Events on Campus

The College hosted events to support the Baltimore City Children and Youth Fund including a community session that was attended by over 200 people. Senator Antonio Hayes' Community Association Engagement Forum was held at the main campus. The event brought together community association presidents from the 40th Legislative District to identify district priorities, engage citizens, and empower neighborhoods. In addition, the 2019 40th District End of Session Forum was held on campus and included presentations by Senator Antonio Hayes and Delegates Melissa Wells, Nick Mosby, and Frank Conway, Jr. BCCC's President and Baltimore's State's Attorney Marilyn Mosby gave welcoming remarks to 50 community members, including Baltimore Council President Brandon Scott. Councilman Leon F. Pinkett, III held a community forum at the main campus to discuss new communication towers around the district. Representatives from the Baltimore City Department of Planning and the Commission for Historical and Architectural Preservation joined the forum.

The Mayor's Office held the Standards of Excellence: Black Men, Black Families, Black Communities Conference at BCCC. The community event was co-sponsored by the newly formed Mayor's Office of Children and Family Success and the Mayor's Office of African American Male Engagement. Speakers included BCCC's Chairman of the Board of Trustees and former Mayor Kurt L. Schmoke and Marilyn Mosby. Conversations focused on prevention, intervention, and eradication of common social ills affecting black families in Baltimore.

BCCC's Student and Wellness Services and Total Health Care sponsored the Sexual Health, Cancer and Me Forum in fall 2018 at the main campus. Free HIV testing, health resources and referrals, and free food and refreshments were provided. Information tables included Planned Parenthood, Baltimore Cancer program, AIDS Action Baltimore, REACH Initiative, and Joy Baltimore. Interactive presentations about sexual health and cancer were conducted throughout the forum.

BCCC hosted its annual free Community Resource Fair at the main campus in fall 2018 with over 25 community and College resources available. Workshops were held related to finances, health eating, and meditation. The Black Love Expo Mania Vendor Fair was held in the Student Atrium along with the "Be the Match" National Bone Marrow Program Registry. The second annual Career Fair was held at the West Pavilion for students and community members. Various Maryland State agencies, the Baltimore City Police Department, and Amazon were among the organizations that participated.

Community Forums, Fairs, and Festivals

BCCC co-sponsored the second annual Investing in Parents Town Hall with the Liberty Village Project. Guests included the former Mayor and the CEO of BCPSS. Throughout the year, College staff participated in various events held by the Greater Mondawmin Coordinating Council, Downtown Partnership of Baltimore, Associated Black Charities, Union Baptist Church, and Greater Baltimore Committee. The College continued its participation in the B'More Healthy Expo and in the college and career readiness information session, "Preparate Para Tu Futuro," hosted by Benjamin Franklin High School specifically designed for the English as a Second Language community.

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	68.4%	69.9%	68.2%	65.8%
B.	Credit students with developmental education needs	87.0%	59.8%	85.7%	90.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,939	3,537	3,765	3,129

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	53.6%	44.2%	40.8%	38.3%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	62.1%	52.9%	50.8%	47.4%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	59.0%	57.3%	55.3%	52.3%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	78.4%	79.3%	78.9%	76.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	2.8%	2.0%	2.3%	2.4%
	b. Black/African-American only	77.0%	74.3%	73.4%	69.1%
	c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
	e. Asian only	2.6%	2.4%	2.0%	1.1%
	f. White only	7.5%	8.2%	6.9%	4.9%
	g. Multiple races	1.8%	1.9%	1.8%	1.7%
	h. Foreign/Non-resident alien	6.2%	8.3%	11.2%	18.7%
	i. Unknown/Unreported	1.9%	2.0%	2.1%	1.9%

		FY 2016	FY 2017	FY 2018	FY 2019
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$20,964	$18,525	$16,882	$18,869
	b. Median income three years after graduation	$42,446	$39,219	$34,377	$39,146

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	16,583	15,443	16,049	13,974	**16,265**
	b. Credit students	7,407	6,679	6,346	6,054	**6,880**
	c. Continuing education students	9,278	8,874	9,798	8,015	**9,850**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	15.0%	13.5%	12.9%	25.1%	**20.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	22.2%	25.5%	36.7%	23.1%	**27.2%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	25.4%	19.8%	19.2%	9.4%	**28.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
5	High school student enrollment	117	102	139	230	**255**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
6	Enrollments in online courses	7,593	7,489	6,721	6,904	**8,491**
	a. Credit	181	374	879	1,318	**186**
	b. Continuing education					

		FY 2016	FY 2017	FY 2018	FY 2019	**Benchmark FY 2021**
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	33.7%	32.9%	34.5%	33.8%	**37.4%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	932	634	784	415	**790**
	b. Annual course enrollments	1,265	943	1,109	546	**1,150**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,905	6,182	5,895	4,965	**6,100**
	b. Annual course enrollments	15,525	14,824	13,287	10,073	**13,500**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	93.8%	90.9%	92.1%	93.0%	BCCC Does Not Benchmark

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
	b. Percent nonwhite continuing education enrollment	87.7%	90.3%	87.7%	89.4%	BCCC Does Not Benchmark

		July 2015	July 2016	July 2017	July 2018	**Benchmark July 2020**
	c. Percent nonwhite service area population, 18 or older	69.4%	69.6%	69.8%	69.7%	Not Applicable

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	72.0%	75.7%	76.7%	76.9%	BCCC Does Not Benchmark

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	70.6%	74.6%	74.6%	75.4%	BCCC Does Not Benchmark

BALTIMORE CITY COMMUNITY COLLEGE
2019 ACCOUNTABILITY REPORT

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Goal 2: Success

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		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	33.0%	34.3%	37.1%	37.1%	**38.0%**
	b. College-ready students	39.7%	na (n=29)	53.2%	46.7%	**44.7%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	31.6%	34.6%	34.8%	37.1%	**36.6%**
	b. Non-recipients	40.5%	32.5%	37.3%	41.0%	Not Applicable

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	18.4%	29.6%	26.6%	28.9%	**24.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	57.8%	na (n=48)	56.0%	na (n=34)	**62.8%**
	b. Developmental completers	81.3%	80.1%	77.2%	74.3%	**86.3%**
	c. Developmental non-completers	31.5%	35.8%	31.9%	26.8%	Not Applicable
	d. All students in cohort	45.9%	57.9%	52.2%	51.1%	**50.9%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years	45.0%	55.0%	51.0%	48.4%	**50.0%**
	a. Black/African-American only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	Not Applicable
	b. Asian only	na (n=0)	na (n=11)	na (n=13)	na (n=23)	Not Applicable
	c. Hispanic/Latino					

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	39.1%	na (n=48)	46.0%	na (n=34)	**44.1%**
	b. Developmental completers	36.9%	47.7%	42.6%	48.9%	**41.9%**
	c. Developmental non-completers	24.5%	31.3%	23.3%	22.6%	Not Applicable
	d. All students in cohort	28.7%	40.8%	33.0%	37.1%	**33.7%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	28.0%	38.1%	32.9%	34.5%	**33.0%**
	b. Asian only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	**Not Applicable**
	c. Hispanic/Latino	na (n=0)	na (n=11)	na (n=13)	na (n=23)	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		FY 2015	FY 2016	FY 2017	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	237	193	108	234	**287**
	b. Transfer degrees	168	232	179	217	**206**
	c. Certificates	104	113	201	205	**154**
	d. Total awards	509	538	488	656	**647**

21	STEM programs	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
	a. Credit enrollment	2,236	2,695	2,576	2,297	**2,600**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	315	237	242	306	**390**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	92.0%	98.7%	94.4%	92.1%	**95.0%**

		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	89.0%	77.1%	54.4%	56.7%	**65.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	80.0%	83.3%	100.0%	84.6%	**100.0%**
	Note: Response categories changed starting in 2016.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. Nursing - National Council	56.9%	78.8%	84.1%	85.4%	
	Number of Candidates	72	52	44	48	**85.0%**
	b. Licensed Practical Nurse - National Council	na	100.0%	85.7%	90.0%	
	Number of Candidates	na	6	7	10	**90.0%**
	c. Physical Therapy - Assessment Systems	100.0%	100.0%	78.6%	72.7%	
	Number of Candidates	12	14	14	11	**97.5%**
	d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	100.0%	
	Number of Candidates	18	14	14	15	**97.5%**
	e. Respiratory Care - MD Entry Level Exam	83.3%	100.0%	93.3%	73.3%	
	Number of Candidates	12	7	15	15	**86.7%**

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	83.4%	88.3%	80.0%	Not Applicable
	b. Mean GPA after first year	Not Available	2.75	2.76	2.66	Not Applicable
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	42.5%	43.8%	43.2%	37.5%	**35.5%**
	b. Academic support	8.4%	8.7%	9.5%	12.7%	**8.8%**
	c. Student services	11.5%	10.7%	11.2%	10.8%	**12.3%**
	d. Other	37.6%	36.8%	36.2%	39.0%	**43.4%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0%	**80.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84%	86.7%	na (n=3)	85.7%	**85.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,421	1,892	2,628	2,020	**2,800**
	b. Annual course enrollments	2,302	2,257	3,495	3,100	**3,600**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	723	730	1,219	1,158	**1,250**
	b. Annual course enrollments	1,113	1,041	1,695	2,273	**1,750**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	66	73	75	90	**91**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,137	2,261	2,958	1,143	**2,300**
	b. Annual course enrollments	2,460	2,863	4,385	2,472	**2,900**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	**100.0%**

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	949		77		252		620	
2	Number attempting fewer than 18 hours over first 2 years	421		43		15		363	
3	Cohort for analysis (Line 1 – Line 2)	528	100.0%	34	100.0%	237	100.0%	257	100.0%
4	Earned Associate degree from this community college	66	12.5%	10	29.4%	56	23.6%	0	0.0%
5	Earned certificate, but no degree, from this community college	17	3.2%	0	0.0%	5	2.1%	12	4.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	83	15.7%	10	29.4%	61	25.7%	12	4.7%
7	Transferred to Maryland two-year/technical college	52	9.8%	7	20.6%	17	7.2%	28	10.9%
8	Transferred to Maryland public four-year college	85	16.1%	9	26.5%	65	27.4%	11	4.3%
9	Transferred to Maryland private four-year college or university	2	0.4%	1	2.9%	1	0.4%	0	0.0%
10	Transferred to out-of-state two-year/technical college	5	0.9%	1	2.9%	3	1.3%	1	0.4%
11	Transferred to out-of-state four-year college or university	14	2.7%	1	2.9%	6	2.5%	7	2.7%
12	Total transfers (sum of Lines 7 - 11)	158	29.9%	19	55.9%	92	38.8%	47	18.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	45	8.5%	7	20.6%	37	15.6%	1	0.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	196	37.1%	22	64.7%	116	48.9%	58	22.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	58	11.0%	1	2.9%	51	21.5%	6	2.3%
16	Successful transition to higher ed (Line 14 + Line 15)	254	48.1%	23	67.6%	167	70.5%	64	24.9%
17	Enrolled at this community college last term of study period	16	3.0%	2	5.9%	9	3.8%	5	1.9%
18	Successful or persisting (Line 16 + Line 17)	270	51.1%	25	73.5%	176	74.3%	69	26.8%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	808		46		201		561	
2	Number attempting fewer than 18 hours over first 2 years	370		31		13		326	
3	Cohort for analysis (Line 1 – Line 2)	438	100.0%	15	100.0%	188	100.0%	235	100.0%
4	Earned Associate degree from this community college	46	10.5%	3	20.0%	43	22.9%	0	0.0%
5	Earned certificate, but no degree, from this community college	17	3.9%	0	0.0%	5	2.7%	12	5.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	63	14.4%	3	20.0%	48	25.5%	12	5.1%
7	Transferred to Maryland two-year/technical college	37	8.4%	0	0.0%	10	5.3%	27	11.5%
8	Transferred to Maryland public four-year college	67	15.3%	9	60.0%	49	26.1%	9	3.8%
9	Transferred to Maryland private four-year college or university	1	0.2%	0	0.0%	1	0.5%	0	0.0%
10	Transferred to out-of-state two-year/technical college	4	0.9%	0	0.0%	3	1.6%	1	0.4%
11	Transferred to out-of-state four-year college or university	11	2.5%	0	0.0%	5	2.7%	6	2.6%
12	Total transfers (sum of Lines 7 - 11)	120	27.4%	9	60.0%	68	36.2%	43	18.3%
13	Graduated from this college and transferred (Line 6 ⋂ Line 12)	32	7.3%	3	20.0%	28	14.9%	1	0.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	151	34.5%	9	60.0%	88	46.8%	54	23.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	46	10.5%	0	0.0%	40	21.3%	6	2.6%
16	Successful transition to higher ed (Line 14 + Line 15)	197	45.0%	9	60.0%	128	68.1%	60	25.5%
17	Enrolled at this community college last term of study period	15	3.4%	2	13.3%	8	4.3%	5	2.1%
18	Successful or persisting (Line 16 + Line 17)	212	48.4%	11	73.3%	136	72.3%	65	27.7%

CARROLL COMMUNITY COLLEGE

MISSION

Empowering learners. Changing lives. Building community.

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

INSTITUTIONAL ASSESSMENT

In the 2018-19 academic year, Carroll Community College prepared to close out our five-year strategic planning document, *Compass 2020,* and began our next five-year planning cycle by establishing priorities for our new *Compass 2025.* The State Plan for Postsecondary Education serves as a guide for us as well, and this document will discuss the assessment of our progress toward both strategic plans.

Response to Commission Assessment

Commission Assessment: *The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.*

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more <u>targeted interventions</u> *and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.*

Leadership at Carroll Community College has spent a great deal of the past academic year thinking about and planning targeted interventions. We were fortunate to be required by some technological changes to update our early alert system. We began piloting Hobson's Starfish in Fall 2018, with full implementation in Spring of 2019. Starfish has given us more flexibility and more options beyond just early alerts. This has led us to consider ways to group students for

targeted interventions, because it is easy and user-friendly to use this new system to engage with sub-populations of students.

In addition, we began analyzing data in order to establish a baseline retention rate for our identified at-risk populations. Student Affairs worked with Institutional Research to identify significant risk factors affecting students' likelihood of persisting and graduating. The most significant risk factor, beyond any demographic characteristics like age or race/ethnicity is being placed in developmental math. Therefore, academic advising is developing specific interventions for those students, setting specific goals based on the retention rates identified by Institutional Research.

The first sub-population we tested our new approach with, both in terms of using Starfish to reach out to them, and with face-to-face interactions with students, was with students on Academic Probation. Under the guidance of our Director of Advising and Dean of Student Affairs, we set up some notifications (called "flags" in Starfish) related to the requirements for probation students.

Leveraging this new technology has worked well. Feedback thus far from students, faculty, and staff is positive because it allows for easy communication between instructors, services, and students. This method for approaching targeted intervention is being scaled up in two ways- services to probation students are being expanded, and other at-risk groups are being similarly targeted.

Interventions for students on academic probation are being expanded from digital intrusive advising to more face-to-face attention for students beyond the standard of one meeting with an advisor. Beginning in Summer 2019, advisors received training in Motivational Interviewing to help leverage those communication skills to motivate struggling students and get their buy-in with their plans to get their GPA up and out of probation status. We realize that the College can't help eliminate some barriers (like transportation or childcare), but we aim to help students problem-solve constructively about ways to work around these barriers that they think would be successful.

Services and outreach for military students have also been expanded this year. Student Affairs has tailored a pathway from application through graduation for veteran students, including support with navigating financial aid benefits, registration, tutoring, and transfer or career options. Additionally, a Veterans Resource Center was established to ensure a dedicated place for these students to study, find social support with others who understand, and access resources tailored to their needs. The College has established a baseline retention and completion rate for veteran students and will be comparing these rates in future terms to help assess the impact of these services.

Students in transitional math classes also received additional support, both through curriculum changes and more outreach. With particular focus on students who are repeating a remedial math class, the College's coordinator of transitional math conducted special outreach to students throughout the semester to ensure that their questions were answered and they were directed to tutoring as needed. In addition, the transitional math curriculum was changed, removing one

level of remediation for students whose major doesn't require calculus. A statistical analysis using T-tests and regression modeling comparing the previous academic year to the current one shows that the revised math courses and curriculum has significantly better outcomes on student GPA and retention. Since both the literature and internal analyses show that remedial math is one of the most significant barriers to higher education, it is encouraging to see positive results from this new approach. These students will continue to be tracked going forward and the next cohort will be evaluated as well. The Mathematics Department is also considering qualitative assessment such as a survey or focus group of students to garner their perspectives as well.

The final group that we are intervening with is not a group who is particularly at risk, but Advising would like to intervene with them if possible. We have hundreds of students with a pre-nursing major, most of whom will not get into the nursing program since its admission numbers are capped. We know some of their barriers from our data because things like GPA and grades in prerequisite courses are used to determine who is admitted to the RN major. Advisors would like to explore ways to guide students that aren't discouraging, so we explored the data on these students to answer questions about what students do if they don't make it into the nursing program. Many of them still earn Associate degrees, so there is hopeful data to present to students as they consider their options outside of our RN program.

In conclusion, the College has worked to know its students by using data to determine what characteristics put our students at risk for stopping out. We started with suspicions from advisors and faculty, and confirmed what was happening using data analysis. We then leveraged our technological and human resources to intervene with students more individually, know that we know what their risk factors are and what potential barriers we can help address. In particular, Starfish allows for more flexible targeting of student feedback, referrals, and appointment scheduling, so we can eliminate some of the work around identifying students who may need additional support. We also know that there are usually many interconnected barriers our students face, so we are trying to further our efforts to provide individualized support for each student. We have piloted a few strategies for outreach to specific sub-populations we know are at-risk—veterans, students on academic probation, and students needing math remediation. We plan to continue to enhance these services as we get feedback about what works from students and Student Affairs personnel. These interventions are also explicit in our annual Strategic Plan for the academic year, so they are getting the required attention and resources from the College.

Maryland State Plan and Progress toward Benchmarks

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

In the 2018-19 academic year, our demographic profile remained fairly consistent with previous years. It appears that enrollments are starting to level off after several consecutive years of decline. Given that population in the county and high school enrollments remain fairly stable without much loss or growth, we anticipate only modest fluctuations in the next few years. However, we have lost some market share for full-time students who live in Carroll County. It appears that with our four-year competitors facing similar declines in enrollment over recent years, they have encroached more strongly into our market. Academic advisors have been working to encourage more students to attend full-time, in terms of registering for 30 credits over the academic year. We launched a "Think 30" campaign to encourage students to register for 30 credit hours over an academic year. We are watching to see if our full-time to part-time student ratio shifts in the coming years, as we don't anticipate a greater head count, but could encourage the students we already have to take more credits. We have also experienced a slight downturn in the percent of non-traditional aged students, likely due to the improved economy. We are excited to continue our partnership with Carroll County Public Schools in offering dual credit courses on-site in two high schools in FY2019, and will be expanding this effort in FY2020. Providing more opportunities for county high school students helps us improve access to a college education for Carroll county students who would otherwise need transportation or reliable internet to earn college credits.

Regarding cost and affordability of college, Carroll has worked with our Foundation to structure incentives for students who may not qualify for Pell or other grants, but who also can't easily afford college. The Foundation has in part been aiming to fund scholarships for these potential students who we refer to as ALICE (Asset Limited, Income Constrained, Employed). Because of the publicity of the Maryland Promise program, Carroll was concerned that some students might delay applying for college until the Fall of 2019, when the State Promise funds would be available. A scholarship program called the Carroll Promise scholarship was established aimed at a similar population of students- those recent high school graduates who performed well in high school and incentivize them to attend college full time. This scholarship yielded 89 full-time students in Fall 2019, 85 of whom returned in the Spring 2019 term. We surveyed these students and found that most of them would probably have come to Carroll anyway, but many would not have come full time and most enrolled earlier than they otherwise would have had they not needed to meet the scholarship deadline. We are optimistic that the Maryland Promise program will be similarly motivating for potential students in Carroll County. In addition to scholarship incentives, Carroll has held tuition and fees flat with no increase from FY2019 to FY2020.

Carroll has continued its effort to reduce the barriers created by placement testing and remediation. In Fall of 2018, the College began placing students in English based on high school GPA with no placement testing required for students within two years of completing high school, and in Spring of 2019, the same was done for math. We anticipate being able to use our data to tweak these requirements over time to minimize the burden on students without setting them up to fail. Currently the high school GPA threshold is held at 3.0, and we anticipate that is sufficient for students to succeed in their first English and Math courses.

In parallel with changes to our placement methods, the 2018-19 academic year saw our first full year of new pathways for remedial English and Math. In English, we have implemented a co-requisite ALP (Accelerated Learning Program) course that students in need of remediation take

in conjunction with English 101. English faculty worked with Institutional Research to assess outcomes in English 101 and English 102 of students who took either the traditional pathway through remedial English or the ALP pathway. Students who took ALP did significantly better in their first attempt at English 101 (though it was concurrent) compared to students who took 097. Students who tested as college-ready did better than either group, but our evidence in the first semesters of this new pathway are promising.

- ABC grade rates for students who started with English 097 (traditional group):
  English 101 (first attempt): 47.5%
  English 102 (first attempt: 40.2%
- ABC grade rate for students who started with English ALP:
  English 101 (first attempt): 68.3%
  English 102 (first attempt): 72.1%
- ABC grade rate for students who are "college-ready" in English:
  English 101 (first attempt): 78.9%
  English 102 (first attempt): 85.4%

In Math, we eliminated one level of remediation from our sequence, so students who would previously have taken up to three remedial sections, now only have to take one or two. Our old pathway was Math 091, to Math 095, to Math 099, to college-level. Now students only have to do Math 091 (if testing indicates), Math 097, and then can proceed to college Math. In addition, because we know the risk that remediation in Math can be to such students, we also have a faculty member who follows up to intervene with struggling students. Starting with those who are repeating remedial Math, outreach was done through email and Starfish to ensure students had the resources to get help. As the semester proceeded, the same outreach happened for any struggling student with the idea that best practices nationally indicate that outreach like this can help improve student outcomes. We can't tease out the difference in impact between the new curriculum and the individual outreach, but these approaches overall had a positive effect on students. Students in the new pathway perform equally well to their peers in the previous model. While we were hoping that the new Math course would have better overall outcomes, the good news is that eliminating one level of remedial Math makes no difference in students' performance in college math. Whether students went from Math 097 to Math 099 to college math or from Math 095 straight to college math, 100-level Math class performance was statistically the same though the ABC grade pass rate was higher for the new pathway.

- Math 097 (traditional group) ABC grade rate: 47.5% in remedial course, 48.3% in college-level Math
- Math 095 (new course) ABC grade rate: 55.4% in remedial course, 54% in college-level Math

In the important gateway subjects of English and Math, Carroll has aimed to reduce the time and expense of a college education for students who are not "college ready". The combination of multiple measures to assess readiness and remedial pathways that eliminate the extra time and expense involved is seen as a positive. The College will continue to track these interventions going forward to see whether these new courses that are currently showing the same or better outcomes continue to consistently meet or exceed the outcomes of the "old" way of remediating

in these subjects. We have successfully eliminated some barriers for our more vulnerable students and hope to continue to do that going forward.

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

Overall, Carroll Community College has strong success measures. Our retention and persistence rates remain strong, with a slight increase in fall-to-fall retention for all subgroups from Fall 2017 to Fall 2018. Our Fall 2014 cohort was also fairly successful in our four-year degree progress and successful-persister assessments. Most measures saw increases from the Fall 2013 cohort to the Fall 2014 cohort. These consistently strong success rates have not led us to become complacent, however; we strive for continuous improvement. Because we have a relatively homogenous population in the county and in our institution, we look for subpopulations of students who might not be as high-achieving. As noted above in our efforts to target and individualize our interventions, we have spent much of the 2018-19 academic year identifying risk factors and looking at our data for specific, and often new, subgroups.

Carroll Community College's dual enrollment efforts, with students concurrently enrolled in high school and at the College, have increased in the 2018-19 school year. Carroll County Public Schools appointed a new Superintendent in the summer of 2018, who has actively engaged with the College on partnerships and plans this year. The expansion allowed the College to offer dual credit classes on-site in two high schools- the two with the lowest socioeconomic status and lower college-going rates than other high schools in the county and, as noted above, this will extend to all county high schools in the 2019-20 academic year. The aim of this partnership is to make college accessible to all students, even ones who do not see themselves as college-bound. Our retention of dual credit students matriculating to freshmen at our college remains fairly stable, but has declined slightly. More students are getting their start in community college before continuing on to four-year institutions. We provide orientation to dual credit students as we do for new freshman to help them feel more integrated into the campus community and ensure that they are comfortable navigating the college, from using our technology to knowing where to go for help.

In addition to easing the transition between high school and college, we are also continually working to enhance the student experience. We believe that Starfish, which is still fairly new, is helping triangulate services to meet students' individual needs. We have hired a full-time staff member to help administrate Starfish and our Customer Relations Management (CRM) software. Having someone who is able to focus on learning and managing the technology has allowed us to implement our desired features fairly smoothly over the year.

We do not include the numbers for our racial and ethnic minority student outcomes in our PAR indicator spreadsheet because the data are suppressed due to small cell sizes. However their pattern in recent years has been that they have lower graduation, but higher transfer rates and higher successful-persister rates. These rates are highly variable because of the small numbers in each cohort.

In the spring of 2019, our regular biannual student satisfaction survey was scheduled. The Diversity and Inclusion Committee provided input on some questions in the survey so that we could measure the ways that the College aims to ensure that all students feel included and that all students have opportunities to learn about other perspectives beyond their own. The survey added some new demographic questions so we could sort results by race and ethnicity, those who identify as LGBTQ+, students who use disability support services, and students who are first-generation college students. Findings for these subgroups as compared to the overall responses demonstrated that students largely feel welcome and that different perspectives are welcomed on campus. The outlier was students who are LGBTQ+, who had slightly lower satisfaction across several indicators. These data has been shared with the Diversity and Inclusion Committee and Student Affairs leadership to inform their plans for the coming year. The College has not had these data before, so these will be interesting sub-populations to track in future rounds of this survey as we aim to be a college that is safe and welcoming to all.

Additionally, in registrations FY2019, we began collecting data on which students are first generation college students. The literature indicates that these students can be at risk for stopping out. We have collected student IDs from those registering who volunteered that they are first generation students and are interested in additional support with their peers. They will receive additional options for services and be able to join a club or group for first generation students and we anticipate that will ensure better course and retention outcomes for these students.

Continuing Education and Training has also been involved in retention efforts. In particular, the Workforce Training Certificate programs have looked at their three-year trends of completers and attrition. There has been a trend of increasing completion and persister rates from 82.9% in 2016 to 89.8% in 2018. The manager of student support services for our non-credit programs has been trained on Starfish and anticipates using it for students in Workforce Training programs beginning in the 2019-20 academic year.

INNOVATION Foster innovation in all aspects of Maryland higher education to improve access and student success.
- Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
- Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.
- Strategy 10: Expand support for research and research partnerships.
- Strategy 11: Encourage a culture of risk-taking and experimentation.

Carroll has continued our efforts to have strong partnerships with our community. Almost all credit and non-credit career programs have established advisory boards. Three new boards were

established in the 2019 academic year- Business and Accounting, Exercise Science, and Psychology. Two new boards are being developed in Computer Information Systems and Health Information Technology. In non-credit, three new workforce advisory boards were established for trades, drones, and coding. The coding board will merge with the CIS board on the credit side and they will meet jointly in the future. We also have an advisory board for lifelong learning to inform our personal enrichment courses. A junior advisory group was established for our Kids @ Carroll programming for youth as well. All advisory boards meet at least once a year and have input in the program review process as well as in program curriculum and marketing.

In addition to a joint computer science advisory board, other partnerships between credit and non-credit programs have been developed. A credit program in Unmanned Aerial Systems is being established to supplement the non-credit drone program. Two credit courses are cross-listed in both programs and proposals for a Drone certificate and degree are being developed for submission in the Fall of 2019.

A new non-traditional apprenticeship program is being developed after state grant funding was awarded this year. Our workforce training staff held apprenticeship discussions with other community colleges, economic development partners, and with area employers in the manufacturing sector. The College also received a grant from the DART foundation for equipment that can be used to help build future electrical programs and apprenticeships.

We have continued strong partnerships with the business community through our Miller Resources for Entrepreneurs and Advantage C for workforce development and training. We have also developed a fully online Leadership Development program for Carroll County businesses and organizations that will be launched in FY2020. Though the number of businesses to which we've provided contract training and services is below our benchmark, we have provided more services to existing clients, so we are successfully providing longer and more in-depth engagements with local businesses. These employers are consistently satisfied with the services we provide.

Community Outreach and Impact

Carroll Community College engaged the local community in our new athletic program. For example, we needed to identify a mascot for our teams. We partnered with the local newspaper, the *Carroll County Times* to poll the local community as well as the College's employees and students to first submit mascot ideas and then pick from our top choices derived from those submissions. Since then, we have had ongoing coverage in local media about our athletics programs and have had positive engagement on social media indicating general excitement in our service area for our new teams.

Carroll has also hosted many community events over the last year. As noted above, our Advantage C workforce development and training continues to work with area businesses and organizations to assist them with their training and development activities. This year we had returning clients with multi-session programs – Knorr Brake, Penguin Random House, Flowserve, MD Department of Juvenile Services, and Carroll County Government. We are working with Penguin Random House on several new projects for the coming year. We have

proposals out to several businesses and organizations for training, as well as strategic plan facilitation services. Year over year, we have approximately the same levels of activity in terms of the number of trainings offered. Advantage C also contacted over 50 area businesses with personalized introductory letters and offers to schedule visits. This has been a helpful way to raise awareness of the training services we offer to employers in our county.

Miller Service for Entrepreneurs had a very successful year serving small business development in Carroll County. Miller assisted with 22 business start-ups. Miller branding is strong and we continue to work with partners for referral and cross promotion. Miller held a successful Get Business Now Event in March with more than 100 in attendance, including state and local agencies and economic development partners.

This academic year Carroll Community College celebrated its 25th anniversary as an independent college. Celebrations were held throughout the year, particularly in the Fall semester to recognize this milestone. In addition fundraising events were held in conjunction with these celebrations.

In 2019, the College Foundation began efforts to launch an Alumni group. Employees of the College who are also Carroll Community College graduates were invited to participate in a committee to plan the launch of this group. It will be used to both fundraise and build a sense of community among students and graduates. The first Alumni event was held in conjunction with the first athletic game in the College's history on August 27, 2019.

The College's Art, Music, and Theatre departments hosted nearly 30 events and welcomed over 3,500 community members onto campus. We held a successful open house for both our credit and lifelong learning opportunities in the arts and introduce the community to our new ceramics studio. We also put on 3 musical theater productions and 18 musical performances which were open to the public and drew many music lovers to campus. The College also hosted public film screenings, many hosted by the Diversity and Inclusion Committee and included facilitated discussions of the topics presented.

The Carroll Community Media Center continues to be a strong partner as well. The CMC has ramped up their county sports coverage and will be a strong partner as we start competing in intercollegiate athletics.

As in prior years, Carroll Community College remains a mainstay in major County events. We participated in the annual 4H Fair, which is a popular event in this agricultural county. One of the largest employers in the area is Penguin Random House and the College again partnered with them for our annual Book Fair, which included programming for children and adults and brought many community members onto campus. The College also has a strong relationship with the Carroll County Chamber of Commerce and hosted many meetings and events with them.

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	63.5%	65.4%	67.0%	67.8%
B.	Credit students with developmental education needs	74.4%	68.3%	57.5%	62.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	27.5%	25.7%	18.2%	17.6%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	214	192	206	202

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	21.0%	19.5%	18.0%	15.5%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	32.5%	30.7%	29.3%	26.5%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	27.0%	24.5%	24.4%	23.9%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	83.1%	83.9%	85.0%	76.3%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	62.6%	48.8%	57.4%	47.7%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	3.9%	4.1%	4.8%	4.8%
	b. Black/African-American only	4.1%	3.9%	3.9%	4.4%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.1%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.0%	3.1%	0.1%	0.1%
	e. Asian only	1.6%	2.0%	2.7%	2.4%
	f. White only	85.8%	84.8%	83.4%	83.0%
	g. Multiple races	2.2%	2.6%	2.3%	2.1%
	h. Foreign/Non-resident alien	0.2%	0.1%	0.2%	0.4%
	i. Unknown/Unreported	1.9%	2.2%	2.6%	2.8%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$10,159	$12,168	$13,438	$15,368
	b. Median income three years after graduation	$48,450	$52,977	$55,832	$48,856

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	12,345	12,194	11,842	11,288	**12,000**
	b. Credit students	4,999	4,780	4,659	4,314	**4,500**
	c. Continuing education students	7,742	7,695	7,408	7,309	

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	51.3%	45.7%	44.0%	41.2%	**50.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	69.1%	68.5%	66.8%	66.7%	**70.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	50.2%	56.8%	52.8%	51.1%	**55.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
5	High school student enrollment	202	244	291	398	**225**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
6	Enrollments in online courses					
	a. Credit	4,317	4,812	5,104	4,848	**4,500**
	b. Continuing education	180	237	182	238	**200**

		FY 2016	FY 2017	FY 2018	FY 2019	**Benchmark FY 2021**
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	51.2%	53.2%	52.7%	54.5%	**≤50.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,855	2,932	2,221	2,136	**3,000**
	b. Annual course enrollments	5,390	5,185	4,464	4,317	**5,500**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	429	403	389	374	**400**
	b. Annual course enrollments	851	739	670	648	**800**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	12.4%	13.2%	14.2%	14.4%	**15.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
	b. Percent nonwhite continuing education enrollment	13.5%	13.6%	15.2%	15.2%	**15.0%**

		July 2015	July 2016	July 2017	July 2018	**Benchmark July 2020**
	c. Percent nonwhite service area population, 18 or older	8.9%	9.2%	9.6%	10.0%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	5.1%	6.8%	9.5%	9.2%	**9.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	8.8%	7.6%	7.1%	8.0%	**9.0%**

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	**Benchmark Fall 2019 Cohort**
13	Fall-to-fall retention					
	a. Developmental students	60.7%	61.6%	59.8%	66.1%	**65.0%**
	b. College-ready students	72.4%	65.0%	70.0%	71.1%	**75.0%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	**Benchmark Fall 2019 Cohort**
14	Fall-to-fall retention					
	a. Pell grant recipients	59.2%	58.3%	65.0%	67.6%	**65.0%**
	b. Non-recipients	68.4%	77.8%	62.2%	68.2%	**Not Applicable**

CARROLL COMMUNITY COLLEGE
2019 ACCOUNTABILITY REPORT

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	59.3%	59.3%	61.6%	56.9%	**60.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.5%	86.0%	90.8%	89.3%	**90.0%**
b. Developmental completers	86.9%	87.4%	84.3%	85.6%	**90.0%**
c. Developmental non-completers	32.3%	19.3%	31.9%	31.7%	**Not Applicable**
d. All students in cohort	75.2%	75.5%	76.1%	74.9%	**80.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	N<50	N<50	N<50	N<50	**80.0%**
b. Asian only	N<50	N<50	N<50	N<50	**80.0%**
c. Hispanic/Latino	N<50	N<50	N<50	N<50	**80.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	76.6%	71.9%	73.0%	79.2%	**80.0%**
b. Developmental completers	62.8%	60.4%	66.2%	69.7%	**70.0%**
c. Developmental non-completers	24.1%	11.9%	17.2%	21.7%	**Not Applicable**
d. All students in cohort	57.0%	55.3%	58.7%	61.8%	**60.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	N<50	N<50	N<50	N<50	**60.0%**
b. Asian only	N<50	N<50	N<50	N<50	**60.0%**
c. Hispanic/Latino	N<50	N<50	N<50	N<50	**60.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	157	168	150	135	**160**
b. Transfer degrees	465	446	432	372	**465**
c. Certificates	23	29	28	25	**25**
d. Total awards	645	643	610	532	**650**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	1,279	1,322	1,208	1,140	**1,400**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	202	218	201	195	**210**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	99.3%	100.0%	98.2%	97.4%	**90.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

23	Non-returning student satisfaction with educational goal achievement	66.0%	68.8%	67.6%	78.6%	**65.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	73.0%	77.4%	80.6%	84.9%	**80.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a. Physical Therapist Assistant	100.0%	93.1%	100.0%	100.0%	**90.0%**
	Number of Candidates	26	29	25		**Not Applicable**
	b. LPN	100.0%	100.0%	100.0%	100.0%	**90.0%**
	Number of Candidates	13	13	8		**Not Applicable**
	c. RN	92.4%	83.5%	84.3%	90.7%	**90.0%**
	Number of Candidates	66	91	83		**Not Applicable**
	d. EMS	75.0%	0.0%	80.0%	69.0%	**80.0%**
	Number of Candidates	8	1	5		**Not Applicable**

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	90.4%	87.9%	90.9%	**85.0%**
	b. Mean GPA after first year	Not Available	3.02	3.00	3.09	**2.80**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
27	Expenditures by function					
	a. Instruction	48.2%	48.4%	45.7%	43.7%	**50.0%**
	b. Academic support	11.5%	12.0%	12.7%	12.5%	**12.0%**
	c. Student services	8.7%	9.2%	9.2%	10.4%	**9.9%**
	d. Other	31.5%	30.5%	32.4%	33.4%	**29.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
28	Full-time employed career program graduates working in a related field	89.7%	95.0%	89.7%	93.2%	**90.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	92.9%	88.9%	94.3%	90.9%	**90.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,543	4,450	4,873	4,886	**4,500**
	b. Annual course enrollments	7,503	7,072	7,610	7,543	**8,200**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,872	2,788	2,573	2,522	**3,000**
	b. Annual course enrollments	4,001	4,057	3,783	3,655	**4,500**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
32	Number of business organizations provided training and services under contract	88	82	57	56	**80**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,796	2,607	3,058	2,990	**3,000**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Annual course enrollments	4,339	3,912	4,573	4,443	**4,500**
34 Employer satisfaction with contract training	97.6%	96.7%	100.0%	100.0%	**95.0%**

		African American Students		Asian, Pacific Islander Students		Hispanic Students		White Students	
1	First-time full- and part-time fall headcount	13		9		25		613	
2	Number attempting fewer than 18 hours over first 2 years	4		2		9		119	
3	Cohort for analysis (Line 1 – Line 2)	9	100.0%	7	100.0%	16	100.0%	494	100.0%
4	Earned Associate degree from this community college	1	11.1%	3	42.9%	7	43.8%	212	42.9%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	1	0.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	1	11.1%	3	42.9%	7	43.8%	213	43.1%
7	Transferred to Maryland two-year/technical college	2	22.2%	1	14.3%	1	6.3%	27	5.5%
8	Transferred to Maryland public four-year college	1	11.1%	2	28.6%	5	31.3%	135	27.3%
9	Transferred to Maryland private four-year college or university	0	0.0%	1	14.3%	1	6.3%	31	6.3%
10	Transferred to out-of-state two-year/technical college	1	11.1%	0	0.0%	0	0.0%	5	1.0%
11	Transferred to out-of-state four-year college or university	2	22.2%	1	14.3%	0	0.0%	32	6.5%
12	Total transfers (sum of Lines 7 - 11)	6	66.7%	5	71.4%	7	43.8%	230	46.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	1	11.1%	3	42.9%	6	37.5%	139	28.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	6	66.7%	5	71.4%	8	50.0%	304	61.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	0	0.0%	1	14.3%	2	12.5%	49	9.9%
16	Successful transition to higher ed (Line 14 + Line 15)	6	66.7%	6	85.7%	10	62.5%	353	71.5%
17	Enrolled at this community college last term of study period	0	0.0%	0	0.0%	3	18.8%	15	3.0%
18	Successful or persisting (Line 16 + Line 17)	6	66.7%	6	85.7%	13	81.3%	368	74.5%

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers		All Students		Need DEV Compl		% Compl
1	First-time full- and part-time fall headcount	696		169		300		227		696		527	300	56.9%
2	Number attempting fewer than 18 hours over first 2 years	143		20		16		107		143				
3	Cohort for analysis (Line 1 – Line 2)	553	100.0%	149	100.0%	284	100.0%	120	100.0%	553	100.0%			
4	Earned Associate degree from this community college	233	42.1%	86	57.7%	147	51.8%	0	0.0%	233	42.1%			
5	Earned certificate, but no degree, from this community college	1	0.2%	0	0.0%	1	0.4%	0	0.0%	1	0.2%			
6	Total associate and certificate graduates (Line 4 + Line 5)	234	42.3%	86	57.7%	148	52.1%	0	0.0%	234	42.3%			
7	Transferred to Maryland two-year/technical college	34	6.1%	5	3.4%	16	5.6%	13	10.8%	34	6.1%			
8	Transferred to Maryland public four-year college	149	26.9%	66	44.3%	78	27.5%	5	4.2%	149	26.9%			
9	Transferred to Maryland private four-year college or university	35	6.3%	11	7.4%	23	8.1%	1	0.8%	35	6.3%			
10	Transferred to out-of-state two-year/technical college	7	1.3%	2	1.3%	4	1.4%	1	0.8%	7	1.3%			
11	Transferred to out-of-state four-year college or university	39	7.1%	9	6.0%	24	8.5%	6	5.0%	39	7.1%			
12	Total transfers (sum of Lines 7 - 11)	264	47.7%	93	62.4%	145	51.1%	26	21.7%	264	47.7%			
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	156	28.2%	61	40.9%	95	33.5%	0	0.0%	156	28.2%			
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	342	61.8%	118	79.2%	198	69.7%	26	21.7%	342	61.8%			
15	No award or transfer, but 30 credits with GPA ≥ 2.00	54	9.8%	13	8.7%	34	12.0%	7	5.8%	54	9.8%			
16	Successful transition to higher ed (Line 14 + Line 15)	396	71.6%	131	87.9%	232	81.7%	33	27.5%	396	71.6%			
17	Enrolled at this communtiy college last term of study period	18	3.3%	2	1.3%	11	3.9%	5	4.2%	18	3.3%			
18	Successful or persisting (Line 16 + Line 17)	414	74.9%	133	89.3%	243	85.6%	38	31.7%	414	74.9%			

Cecil College

2019 Institutional Performance Accountability Report

Mission

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

Institutional Assessment

Cecil College's Strategic Plan provides the foundation of the College's planning activities and serves as the primary guide for the development of funding priorities. The 2015-2020 Strategic Plan, which was extended for one year through 2021 so the College's Middle States Self-Study could inform the next strategic plan, is bold, focused and measurable. It includes external data and input from all constituencies to set the College on a path for continuing success.

The College is in the process of transitioning from a multi-plan format for strategic planning to an integrated planning model that is supplemented by an Assessment Plan and a Multicultural Plan. During the transition period, the College's Plan of Action and Implementation for the Strategic Plan tracks progress on the 2015-2020 Strategic Plan. College units review initiatives at least annually.

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

State Plan Goal 1: Access

As the county's only institution of higher education, Cecil College is integral to the growth and vitality of the county and region. According to the *Economic Value of Cecil College Study*, in fiscal year 2016, Cecil College and its students added $74.6 million in income to the Cecil County economy, equivalent to 2.2% of the county's gross regional product. Overall, the $74.6 million impact supports 1,523 jobs. Cecil College continues to closely monitor all available existing qualified worker shortage areas and emerging high-demand occupational fields and industries.

The Graduate Follow-Up Survey of 2016 graduates illustrates how Cecil College is aligning with regional employers to satisfy workforce needs in northeastern Maryland. According to the *2016 Graduate Follow-Up Survey*, 80.8% of full-time employed career program graduates in fiscal year 2016 were working in a field related to their community college field of study (indicator 28)

and 85.7% of fiscal year 2016 Cecil College graduates are satisfied or very satisfied with the way the College has prepared them for employment (indicator 29).

In the context of economic growth of our county, access is key to entry in postsecondary education, and Cecil College continuously implements strategies to work with Cecil County Public Schools (CCPS) to enroll a larger market share of recent high school graduates. Included in these measures are the transition of STEM students, the availability of more programs directly aligned with technical programs offered in high school (i.e., health care careers, visual communications, criminal justice, etc.), and more robust-recruitment initiatives. All five public high schools host Cecil College faculty on premise to make college coursework more accessible to their students. Annually approximately 150 high school students complete these courses. In collaboration with CCPS, new course options are constantly explored; for example, CCPS requested that Introduction to Statistics be offered at Perryville High school, and a section was added in spring 2019. Additionally, an Early College program currently enrolls 141 high school students from two districts and homeschool. Completers earn a Cecil College Associate of Arts degree in General Studies upon graduation from high school. Overall, the number of high school student enrollments increased from 249 in fall 2015 to 391 in fall 2018 (indicator 5), surpassing the Fall 2020 Benchmark for high school student enrollment.

Cecil College methodically monitors Science, Technology, Engineering, and Mathematics (STEM) programs enrollment and graduation rates. Indicator 21a shows a 34.7% growth from fall 2018 to fall 2015 in the unduplicated number of credit students enrolled in STEM programs. The number of credit degrees and certificates awarded in STEM programs has decreased by 31.7% since 2015 (indicator 21b).

As a direct result of Cecil College recruitment initiatives, the total annual unduplicated headcount enrollment increased by 8.9% between fiscal year 2015 and fiscal year 2016 (indicator 1a). Over the same time period, the annual credit enrollment decreased by 6.4% (indicator 1b), and the number of Continuing Education students grew by 15.3% (indicator 1c). Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities who were attending the College was 56.4% in fall 2018 (indicator 2). More significantly, the College enrolls eight out of ten (82.7%) part-time undergraduate students from the service area, and dominates the market for part-time students (indicator 3). New and revised opportunities in visual communication, teacher education, computer science, music, business and logistics are being explored and developed with the county school system to further strengthen and promote college affordability, completion and seamless transition into college.

Online education options also increase access for students who need a more flexible course schedule. Enrollments in online credit courses has decreased slightly (-5.2%) from FY2015 to FY2018, while online continuing education course enrollments has increased by 20.6% during the same time period (indicators 6a and 6b). The College received MHEC approval to offer fully online degrees in 2018, and currently has one online degree program and four online certificate programs. The College plans to add online offerings to increase access.

Over the last several years, Cecil College made continuous efforts to increase access to education for minority students. The College hosts recruitment activities for minority students from Cecil

County high schools. Additionally, the College continues minority retention initiatives that include multiple strategies to engage and retain minority students. These activities include: academic success seminars, time management workshops, study tips, test-taking sessions, and mentoring programs. The percent of nonwhite service area population 18 years or older in July 2018 was 13.1% (indicator 10c); the percent of nonwhite credit enrollment at Cecil College was 21.9% in fall 2018 (indicator 10a). The College is exceeding Fall 2020 Benchmarks in this area (indicators 10a and b, 11, and 12).

The number of participants in noncredit and lifelong learning courses at the College grew by 18.3% in fiscal year 2018 as compared to fiscal year 2015 (indicator 8). Growth in this area is very vulnerable to downturns in the economy; however, programming adjustments and changes in delivery methods have enabled this to be a strong area for the College.

Noncredit headcount enrollments in basic skills and literacy is an indicator that varies from year to year based on community demand, as well as funds available to provide course offerings. In fiscal year 2018, there was a 23.4% decrease in enrollment in continuing education basic skills and literacy courses as compared to fiscal year 2015 (indicator 9a).

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

According to the Maryland State Plan for Postsecondary Education 2017-2021, finances continue to be one of the primary reasons why students do not persist in their quest for a postsecondary education credential. Because 32.1% of Cecil College students are first generation students (indicator C) the issues of financial literacy and financial aid are important topics of discussion at Cecil College. 58.1% of our credit students receive loans, scholarships, and/or need based financial aid (indicator E-b) while the tuition and fees at Cecil College are 47.6% of tuition and fees at Maryland public four-year institutions (indicator 7).

Indicator 14a data shows that the fall-to-fall retention for Pell grant recipients ranged from 44.7% (fall 2016) to 52.4% (fall 2015) during the past four years. There was a ten percentage point increase in retention for fall the 2014 cohort as compared to fall 2017 cohort for non-Pell grant recipients, with the retention rate rising from 48.7% to 58.6% (indicator 14b).

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

extra-curricular programs. In fiscal year 2018, the foundation awarded 328 students $331,256 in scholarships. This represented an increase of 18.2% from $280,250 awarded to 346 students in fiscal year 2017. The foundation continued its partnership with enrollment to identify and support new and returning students who had unmet financial need, providing an additional $20,000 to enable such students to continue their studies through targeted scholarship opportunities. This support, combined with the financial aid office's continuing efforts to educate and encourage students to pursue all forms of financial aid, led to 58.1% of Cecil College credit students receiving loans, scholarships, and/or need based financial aid in the 2018 fiscal year (indicator E).

The foundation also provided $367,284 in program funding to enhance academic and extra-curricular activities at Cecil College in FY18. The College's athletics program was the top recipient of program support through the Foundation in FY18, and additional support was shared throughout many other areas of the College. This program support allowed the academic and extra-curricular departments to pursue opportunities for our students without imposing an additional financial burden on the College's students or the taxpayers of the county.

Affordability remains a core tenet for Cecil and the College continually seeks opportunities that facilitate affordability for our students. Since 2017, faculty have begun to research and use open educational resources (OERs) in several courses. The College has continued to work with the University System of Maryland's Kirwan Center's Maryland Open Source Textbook (M.O.S.T.) initiative to identify and increase use of OERs. In 2019, Cecil College faculty and librarians will be working together in an OER Committee to increase campus knowledge of and advocate for OER usage on campus.

State Plan Goal 2: Success

According to the *Previously Enrolled Students Survey 2017*, 55.6% of spring 2017 non-returning students have been satisfied with their educational goal achievement (indicator 23). Among main reasons for not returning to Cecil College for the next semester, former students cited: transfer to another school (26.0%), personal/family issues (14.0%), financial reasons (10.0%), academic issues (10.0%), and work/school conflict (10.0%).

The successful persister rate after four years and the graduation rate after four years (indicator 16 and indicator 18) for all students in the cohort increased this year from 61.0% to 62.8% for successful completer rate (fall 2011 cohort compared to the fall 2014 cohort); during this same period, the graduation-transfer rate decreased from 50.3% for the fall 2011 cohort to 39.3% for the fall 2014 cohort. Successful persistence rates are described as first-time fall cohort students who attempted 18 or more credit hours during their first two years and either graduated, transferred, or earned at least 30 credit hours with a minimum cumulative grade point average of 2.0, or are still enrolled at the College four years after initial entry.

Over the last four years Cecil College has consistently increased the percentage of developmental completers (fall entering students with at least one area of developmental need who completed all recommended developmental coursework within four years after entry). Compared to fall 2011 cohort, the percent of developmental completers increased by 18.5 percentage points for fall 2014 cohort (indicator 15), surpassing the benchmark.

Of the 2016 Cecil College graduates, 94.1% were satisfied with the achievement of their educational goal (indicator 22), and 94.7% were satisfied with the way Cecil College prepared them for transfer to a four-year institution (indicator 24). Of the Cecil College graduates who transferred to a four-year institution, 85.6% had a cumulative GPA of 2.0 or above in academic year 2017-2018, and their mean GPA after the first year was 2.94 (indicator 26). The College's students have exceeded the 2019-20 Benchmark for performance at transfer institutions.

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

- A new developmental sequence for English was piloted in the spring of 2018, with a five credit course replacing two four credit courses. This new sequence decreases the maximum number of credits for developmental English from twelve to eight credits. The pass rate for this small pilot program was 52%, comparable to previous pass rates for beginning developmental English courses. This new course was revised over the summer, with enhanced support tools embedded in the course and was fully implemented in the fall of 2019. Data will be collected on student success.
- For students who are assessed as 'almost' college-ready for English, blended, college-level English classes made up of ½ Developmental Education students and ½ college-level students continue. These classes are supported by a full-time faculty instructor and a part-time faculty member as an in-class tutor. The blended English courses include an additional (mandatory) lab for developmental students. Pass rates for blended English courses have remained steady around 70% from spring 2015 through spring 2018.
- The mathematics department's initiative that examined the completion rates in the developmental sequence continues. As previously reported, the cumulative completion rate for all developmental mathematics courses in fall 2014 was 40%. The use of ALEKS course software and a redesigned developmental math course sequence, decreasing from a maximum of eleven credits to a maximum of eight credit hours, was piloted in fall 2015. The completion rates for developmental mathematics courses in fall 2015 ranged from 66.2% (MAT 097) to 83.3% (MAT 096). These success rates were maintained through fall 2017, but dropped slightly in fall 2018 to 57.3% for MAT 097 and 73.1% for MAT 096. The next step in this process is to track the successful completion rates for college level math courses related to students who complete developmental mathematics. This data collection is ongoing. Preliminary data indicates over 65% of students who take a developmental course, only take one developmental course prior to starting college level math.
- A First-Year Experience course was piloted in Academic Year 2017-2018 to a small cohort. After reviewing assessment data, this program was revised by an interdisciplinary team of faculty and students services personnel as an Introduction to Critical Inquiry course that is required of all General Studies students and available to all others. This course will run for the first time in fall 2019.
- Credit for prior learning opportunities can enhance student success and completion. Cecil College has credential assessment/credit for prior learning opportunities for students in Health care careers, licensed practical nursing, teacher education, visual communications, business, computer science, and health information technology. Many of these

opportunities are in collaboration with CCPS, creating more seamless opportunities for students transitioning from high school to college.

- The Nursing program's completion rates had dropped from 74% in 2010 to 58% in 2018. In response, the department developed a Nursing Student Success Plan that engages the department entirely around a set of strategies that are designed to improve student learning and increase the completion rate for the program. As part of this plan, a part-time Nursing student success coordinator position was created and filled in spring 2019. Early retention results are strong, showing that 84.6% of level II students were retained within spring 2019, and 97.4% of level IV students were retained within spring 2019.

The College has sustained use of the Early Warning System for academic monitoring, whereby students are contacted by and advisor at several points each semester regarding their academic progress. Assistance is provided to students through tutoring, academic workshops, and general assistance in resolving academic issues.

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

State Plan Goal 3 – Innovation

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

In 2019, the College is piloting the use of CircleIn, a web and mobile studying platform where students can post questions, share notes, share web links, create flash cards and video meet – all to get peer help. In providing students a digital space to give and receive help from their peers, the College hopes to improve course completion rates and retention. These data will be monitored to measure the success of the platform.

Immersive field experiences support student success and the acquisition of skills applicable to the selected work force. Cecil College has 31 associate degrees with immersive work experiences embedded in the curriculum. Of the 23 AAS degrees, 65% have an immersive field experience, a significant increase from 48% three years ago. A renewed Work Experiences committee of faculty and staff will continue the work of embedding immersive field experiences in degree programs where it is appropriate and applicable.

Online educational opportunities remain an area of focus. To facilitate quality online education, Cecil College requires faculty who teach online to have additional education or training. The Professional Development for Online Teaching course is offered at Cecil College by a qualified instructor. This course includes competencies that align with the Quality Matters online instructor skill set. Instructors who complete these modules are provided with the background knowledge needed for teaching online. To date, 121 full-time and adjunct faculty have completed this course. In addition, nine Cecil College courses have been Quality Matters ® certified; the most recent was CIS 101 Introduction to Computer Concepts.

Faculty Guild is an organization focused on improving student outcomes by offering personalized professional development for faculty based on the research and model developed under the leadership of Dr. Gail Mellow, CUNY college president and 2017 winner of the ACE-administered TIAA Institute's Hesburgh Award for Leadership Excellence in Higher Education. The model is explored in the book *Taking College Teaching Seriously: Pedagogy Matters!* This program was piloted with five faculty members, three full-time and two adjunct faculty, for the 2018-19 academic year; an additional six faculty members, three full-time and three adjunct faculty, will participate in this program in 2019-20.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure grew by 16.9% from fiscal year 2015 to fiscal year 2018 (indicator 31a). Enrollment in continuing education workforce development courses grew from fiscal year 2014 to fiscal year 2017 by 21.2% (indicator 30a).

The number of businesses provided with training grew from fiscal year 2015 to fiscal year 2018 (indicator 32) from 4 to 19; the unduplicated headcount and annual course enrollments in noncredit contract training more than doubled in fiscal year 2018 as compared to fiscal year 2015, from 107 to 294 (indicator 33a). The annual course enrollments in contract training courses show a 56.8% increase during the same time period (indicator 33b).

Employer satisfaction with non-credit contract training provided by the College has always been excellent (indicator 34). In fiscal year 2018 (as in the previous four years too), 100% of the surveyed clients expressed satisfaction with the services provided.

Cecil College Response to Commission's Questions:

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed

ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

The College created a mentoring program called "Male Students of Color" in September 2017 in response to gaps in persistence and completion rates of African American students. In academic year 2018-19, the program had 7 faculty/staff mentors and 9 student participants. Each semester new students were invited by email and text to participate in the program. The group met monthly for lunch to discuss academic progress and other topics of interest. In addition to ongoing meetings, the students were invited to attend the annual Maryland "Male Students of Color Summit" and to academic and study skills building workshops facilitated by academic advisors.

Nine students consistently participated in the "Male Students of Color" program last academic year. Of those nine students, two graduated, two transferred to other colleges prior to earning a Cecil degree (both out of state), and five are still attending. Student participants reported that the program was beneficial to them; however, College Life staff members were concerned that the program was not reaching enough students.

Consequently, the College launched a one-on-one peer mentoring program for underrepresented students beginning August 2019 to reach additional students. The Coordinator of Student Diversity and Inclusion serves as the lead for planning and implementing the mentoring program in collaboration with representatives from Athletics, Advising, Registration, Financial Aid, Writing Center, Math Lab, and Faculty Senate.

Students invited to participate as mentees include new students of color as well as returning students of color who are on academic warning or probation. Students are identified by reports provided by the Office of Institutional Research and are then sent a personalized email inviting them to participate. Interested students are matched with a student mentor who has earned at least 12 credits and has a 2.5 GPA. Mentors are selected based on a formal application process including a personal interview with the Director of College Life and the Coordinator of Student Diversity and Inclusion. Mentors are compensated for their time through the work study program.

The mentees attend programs and events that focus on the following four topics: navigating campus departments and asking questions, getting acquainted with technology, academic student success, and campus engagement. Additionally, they meet with their mentors on a weekly basis for structured discussion around the activities.

College staff anticipate that it will be challenging to recruit students and to retain them in the mentoring program similar to the challenges with the Male Students of Color program. The metrics used to monitor the program will be student grade point average, persistence rates from fall to spring, and participation in mentoring appointments. At the beginning of the spring 2020 semester, participation and outcomes will be evaluated, and the College may consider mandating participation in the mentoring program for students who on are on academic warning or probation. The Male Students of Color program will continue to be optional.

Community Outreach and Impact

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

Healthcare Careers. Cecil College's Healthcare Careers' noncredit certificate programs prepare students academically, technically, and professionally to begin a new career in health care, in areas such as Medical Assistant, Paramedic, Certified Nursing Assistant/Geriatric Nursing Assistant, and Phlebotomy. Overall, 38 participants completed Healthcare Careers programs in FY2018. Healthcare careers also provides Basic Life Support/CPR AED courses; 99 students completed this program in FY2018.

Students often continue their studies at Cecil College, transitioning into credit programs. In the last two years, eight Medical Assistant completers have completed credit courses toward a declared associate's degree; one Medical Assistant completer has graduated with the Healthcare Sciences Associate of Science degree.

Workforce and Business Solutions. The Workforce and Business Solutions department provides professional development for students as they prepare for employment. Strong relationships with the local Workforce Investment Board, Department of Social Services, and regional associations provide CCE with a direct link to business leaders and therefore, the needs of the business community. Warehousing, leadership development, and team building programs are attractive to many of Cecil County's businesses. For FY18, over 100 individuals from 10 organizations participated in customized training programs.

Trades programs are aligned with public school offerings to supplement Career and Technical Education coursework. In 2018, the Veterinary Assistant program graduated 7 students, the HVAC program had 14 completers, and the Welding program prepared 7 students to test for their Entry Level 1 Certification. In addition, Cecil College and Heating and Air Conditioning

Contractors of Maryland partnered to offer a Maryland state-approved four-year HVAC/R apprenticeship program starting in fall 2018; currently 16 students are enrolled in the program.

Through the Cecil Leadership program, existing and emerging leaders in business, government, and tourism engage, collaborate, and commit to Cecil County's ongoing development. In 2018, the program graduated 20 students. These students attended sessions that included a CEO panel, Tourism Panel, and visits to Amazon, Air Clear LLC, and the Conowingo Hydroelectric Station.

Transportation Training. For FY18, Cecil College's Truck Driver training program enrolled 183 students, and had 180 graduates. Truck Driver Training students interacted with at least nine companies in recruitment fair events, through which a large percentage of students secure jobs. The employment rates for the truck driver training program graduates is 85%. Aligning the training curriculum with the Professional Truck Driver Institute's (PDTI) qualifications for outstanding programs was a priority for FY'18. This designation will recognize Cecil College's Truck Driver training courses as a national certified program. The program is applied for PDTI certification in FY19. In FY18 the Transportation department executed corporate contracts with Amtrak, Aberdeen Proving Ground, Herr's, and Maines, among others

Driver Education provides services to the youth of Cecil County. Five Driver Education cars are in use seven days a week. The program operates throughout Cecil County via satellite locations including five high schools, Elkton Station, and the North East Campus. The Driver Education program produced 638 licensed drivers in FY18.

Lifelong Learning. Lifelong Learning continued growth across all departments. These departments include Personal Enrichment, Youth Education, Senior Education, and Summer Camps. Personal enrichment courses include topics such as floral design, sculpture, boating and boater safety, financial planning, holistic and healthy living, and photography. In addition, Lifelong Learning hosts annual community events such as the Mind, Body, & Spirit Festival, attended by 569, and Cecil Con, attended by 2,300.

Senior education programs saw a large increase in both enrollment and event attendees. Senior Network grew by 22% this year, which helped boost enrollment in many senior courses. The 55+ Healthy Lifestyles Expo recorded attendance of 305 for the FY18 fiscal year.

Summer Camps continues to be the largest growth department in Lifelong Learning. Growth is attributed to the addition of new and updated classes, increased marketing, and the addition of the online registration system added this year. Enrollment in summer camps increased by nearly 200 campers from summer 2017 to summer 2018.

Adult Education. Following statewide trends for Adult education, enrollment in the College's Adult Education Program had a decrease over the past five years, from 630 in FY2014 to 330 in FY18; 27 students graduated with their GED in FY18. The Program partnered with the Work Incentive Self Help (WISH) program and the Maryland Rural Development Corporation (MRDC) to offer a successful afternoon ABE/GED on site class at WISH and both a morning and evening ABE/GED at the Family Education Center. Three cycles of ABE/GED evening classes were held at North East High School and year round open enrollment ABE/GED classes

were provided at the Cecil County Detention Center. The Program continued its formal partnership with Eckerd to provide ABE/GED instruction and funding for certificate training programs for At Risk Youth. Morning and evening ESOL classes provided instruction for 46 non-native students to improve their knowledge of the English language. Soft job skills and basic computer skills were also taught within the context of GED and ABE instruction. The Transition/Outreach Specialist provided intensive support and guidance to students in reaching their employment and post-secondary education goals.

Other programs. In addition to providing classes for the community, the College also hosted numerous special interest programs for community members. One area of focus was addressing the addiction crisis. The College hosted two resource fairs where providers from the community engaged with students, as well as a symposium focusing on addiction treatment and recovery in Cecil County, which had 60 attendees. In 2018-19, a peer recovery specialist came to campus weekly to work with students who may be impacted by substance abuse. The College also provided 6 Naxolone/Narcan administration training sessions to 71 college and community participants.

Milburn Stone Theatre. The Milburn Stone Theatre (MST) is a community theater hosted by Cecil College. MST fosters and supports education and appreciation of the arts while striving to become the premier theatrical house in the region for our audience, regardless of their age or interests. The MST presented 8 musicals and dramatic productions in FY 2018; attendance at these shows totaled 13,972. Additionally, the MST performed for over 400 Cecil County Public School students. This was the first exposure to performing arts for many of the students. The MST also provides Cecil College students with opportunities for internships and contractual opportunities to direct performances and music, stage manage and costume the cast. The MST also serves as a rental house for community dance, fundraisers and other performances.

CECIL COLLEGE
2019 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	61.3%	63.7%	64.9%	67.3%
B.	Credit students with developmental education needs	60.3%	53.9%	50.9%	51.0%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	30.2%	31.0%	29.7%	32.1%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	69	51	62	57

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	28.8%	28.1%	27.3%	27.4%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	55.1%	57.4%	56.7%	58.1%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	31.8%	33.3%	30.1%	26.7%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	61.4%	61.2%	63.0%	67.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	54.3%	58.7%	64.0%	46.7%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.1%	6.2%	6.2%	5.9%
	b. Black/African-American only	9.4%	10.6%	9.8%	8.3%
	c. American Indian or Alaskan native only	0.5%	0.3%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.1%
	e. Asian only	1.3%	1.1%	1.2%	1.4%
	f. White only	79.7%	76.6%	77.1%	77.5%
	g. Multiple races	3.2%	3.9%	4.4%	5.8%
	h. Foreign/Non-resident alien	0.5%	0.7%	0.6%	0.5%
	i. Unknown/Unreported	0.1%	0.2%	0.3%	0.2%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$14,163	$11,728	$11,159	**MHEC**
	b. Median income three years after graduation	$34,782	$42,699	$37,192	**MHEC**

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	6,480	6,938	6,932	6,788	7,500
	b. Credit students	3,291	3,309	3,301	3,082	3,500
	c. Continuing education students	3,393	3,884	3,849	3,912	4,000

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	61.0%	52.5%	51.7%	56.4%	70.0%

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2019 ACCOUNTABILITY REPORT

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	91.9%	84.7%	82.1%	82.7%	90.0%

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	56.1%	56.1%	49.2%	53.4%	70.0%

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	249	278	300	391	300

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	3,029	2,793	2,853	2,873	3,100
	b. Continuing education	170	96	98	205	200

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	38.4%	39.8%	39.5%	47.6%	48.0%

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,381	2,824	2,863	2,816	2,500
	b. Annual course enrollments	3,703	4,540	4,833	4,914	4,000

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	481	384	314	320	525
	b. Annual course enrollments	954	672	527	528	1,100

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	16.5%	19.6%	22.3%	21.9%	18.0%

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	14.2%	14.8%	16.4%	18.3%	15.0%

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	12.6%	12.7%	13.0%	13.1%	Not Applicable

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020

11 Percent minorities (nonwhite) of full-time faculty	14.3%	14.0%	15.1%	19.6%	15.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	11.6%	10.6%	11.1%	14.6%	12.0%

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	52.0%	54.8%	48.3%	51.4%	55.0%
	b. College-ready students	51.9%	56.3%	53.1%	59.7%	55.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	51.3%	52.4%	44.7%	50.0%	55.0%
	b. Non-recipients	48.7%	55.8%	53.6%	58.6%	Not Applicable

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	45.0%	45.2%	51.4%	63.5%	40.0%

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	78.6%	82.3%	83.7%	91.2%	85.0%
	b. Developmental completers	68.9%	65.0%	63.4%	63.5%	75.0%
	c. Developmental non-completers	30.4%	34.5%	27.0%	16.3%	Not Applicable
	d. All students in cohort	61.0%	60.3%	59.3%	62.8%	80.0%

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	83.6%	n<50	n<50	n<50	75.0%
	b. Asian only	n<50	n<50	n<50	n<50	n/a
	c. Hispanic/Latino	n<50	n<50	n<50	n<50	n/a

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	71.0%	70.8%	48.9%	52.2%	70.0%
	b. Developmental completers	52.8%	46.5%	41.2%	42.5%	60.0%
	c. Developmental non-completers	23.2%	22.7%	19.1%	11.6%	Not Applicable
	d. All students in cohort	50.3%	45.7%	37.4%	39.3%	65.0%

CECIL COLLEGE
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	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	80.0%	n<50	n<50	n<50	75.0%
b. Asian only	n<50	n<50	n<50	n<50	n/a
c. Hispanic/Latino	n<50	n<50	n<50	n<50	n/a

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	146	165	143	193	200
b. Transfer degrees	178	177	148	286	175
c. Certificates	88	81	74	78	100
d. Total awards	412	423	365	557	475

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	337	406	432	454	350

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	60	40	65	41	70

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	98.0%	93.9%	93.9%	94.1%	95.0%

	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	69.8%	54.3%	55.6%	55.6%	**75.0%**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	85.0%	93.0%	78.3%	94.7%	85.0%

Note: Response categories changed starting in 2008.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. National Council of Nursing (NCLEX-RN)	93.9%	94.1%	94.6%	100.0%	85.0%
Number of Candidates	49	51	37	36	
b. Licensed Practical Nurse	90.0%	100.0%	100.0%	100.0%	85.0%
Number of Candidates	10	4	6	10	
c. National Physical Therapy Examination (NPTE-PTA)	N/A	100.0%	100.0%	100.0%	n/a
Number of Candidates	N/A	14	7	16	
c. Commercial Truck Driver	87.0%	91.0%	95.0%	98.0%	n/a
Number of Candidates	54	108	77	102	

	AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20

26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	N/A	88.5%	94.5%	85.6%	85.0%
	b. Mean GPA after first year	N/A	3.14	3.19	2.94%	2.75

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	42.0%	42.1%	41.4%	40.1%	45.0%
	b. Academic support	9.9%	9.3%	9.5%	11.1%	11.0%
	c. Student services	12.8%	12.9%	12.5%	12.8%	13.0%
	d. Other	35.3%	35.7%	36.6%	36.0%	31.0%

Goal 3: Innovation

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

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

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,287	1,679	1,619	1,560	1,500
	b. Annual course enrollments	2,294	2,538	2,590	2,339	2,500

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,116	1,430	1,309	1,305	1,400
	b. Annual course enrollments	1,982	2,188	2,187	1,982	2,000

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	4	4	8	19	15

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	107	231	209	294	250
	b. Annual course enrollments	303	398	521	475	500

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	95.0%

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	531		187		181		163	
2	Number attempting fewer than 18 hours over first 2 years	197		95		28		74	
3	Cohort for analysis (Line 1 – Line 2)	334	100.0%	92	100.0%	153	100.0%	89	100.0%
4	Earned Associate degree from this community college	55	16.5%	21	22.8%	34	22.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	11	3.3%	5	5.4%	6	3.9%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	66	19.8%	26	28.3%	40	26.1%	0	0.0%
7	Transferred to Maryland two-year/technical college	7	2.1%	2	2.2%	3	2.0%	2	2.2%
8	Transferred to Maryland public four-year college	27	8.1%	13	14.1%	12	7.8%	2	2.2%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	9	2.7%	1	1.1%	2	1.3%	6	6.7%
11	Transferred to out-of-state four-year college or university	42	12.6%	18	19.6%	17	11.1%	7	7.9%
12	Total transfers (sum of Lines 7 - 11)	85	25.4%	34	37.0%	34	22.2%	17	19.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	26	7.8%	15	16.3%	11	7.2%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	125	37.4%	45	48.9%	63	41.2%	17	19.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	35	10.5%	5	5.4%	24	10.0%	6	6.7%
16	Successful transition to higher ed (Line 14 + Line 15)	160	47.9%	50	54.3%	87	56.9%	23	25.8%
17	Enrolled at this community college last term of study period	38	11.4%	27	29.3%	10	6.5%	1	1.1%
18	Successful or persisting (Line 16 + Line 17)	198	59.3%	77	83.7%	97	63.4%	24	27.0%

		African American Students		Asian, Pacific Islander Students		Hispanic Students	
1	First-time full- and part-time fall headcount	68		7		31	
2	Number attempting fewer than 18 hours over first 2 years	24		3		4	
3	Cohort for analysis (Line 1 – Line 2)	44	100.0%	4	100.0%	27	100.0%
4	Earned Associate degree from this community college	3	6.8%	0	0.0%	6	22.2%
5	Earned certificate, but no degree, from this community college	3	6.8%	0	0.0%	2	7.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	6	13.6%	0	0.0%	8	29.6%
7	Transferred to Maryland two-year/technical college	3	6.8%	0	0.0%	1	3.7%
8	Transferred to Maryland public four-year college	2	4.5%	0	0.0%	2	7.4%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	1	2.3%	0	0.0%	1	3.7%
11	Transferred to out-of-state four-year college or university	10	22.7%	0	0.0%	6	22.2%
12	Total transfers (sum of Lines 7 - 11)	16	36.4%	0	0.0%	10	37.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	1	2.3%	0	0.0%	3	11.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	21	47.7%	0	0.0%	15	55.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	3	6.8%	0	0.0%	1	3.7%
16	Successful transition to higher ed (Line 14 + Line 15)	24	54.5%	0	0.0%	16	59.3%
17	Enrolled at this communtiy college last term of study period	1	2.3%	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	25	56.8%	0	0.0%	16	59.3%

2019 Performance Accountability Report
Chesapeake College

Mission

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

Institutional Assessment

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

Chesapeake offers a varied selection of credit and noncredit programs and classes designed to help students prepare for transfer to four-year institutions, begin a career, enhance work-related skills, or expand their general knowledge. In the just completed fiscal year, FY2019, the college served 7,380 unique credit and noncredit students. Beyond the curricula, the college offers many opportunities for further academic, social, personal, cultural, and athletic development through a variety of extracurricular and co-curricular activities.

The college's student population includes both full-time and part-time, traditional age, and returning adults. In fall 2018, 70.1% of credit students were enrolled part-time; and 26.9% were of a racial or ethnic minority. In spring 2018, 36.8% were first-generation (neither parent attended college). Almost one-third of credit students had a demonstrated financial need (31.2% received a Pell grant in FY2019) while 49.5% received some sort of financial aid.

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

Increasing Student Success With Less Debt **Goal 1: Access**
(Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)

Chesapeake's location is unique among Maryland institutions and among the most unique in the nation. Only three other community colleges in the IPEDS database meet these criteria: enrollment of 1,000-4,999 and Rural/Distant (between 5 and 25 miles from an urbanized area or between 2.5 and 10 miles from an urban cluster) – one each in California, North Carolina, and Oklahoma. Chesapeake is the only Maryland community college to serve a five-county region, which comprises 18.5% of the state's land mass (the largest of any community college), but only 2.8% of the population. With such a large and rural region, transportation to campus can be challenging. A large share live quite a distance from either the Wye Mills campus or the

Cambridge Center and a good number do not have access to broadband Internet. As a result, their college class accessibility is severely limited and impedes successful progress in an educational environment that is increasingly reliant on technology.

Annual credit headcount peaked at 3,956 in FY2011 during the height of the Great Recession; it fell by 29.5% through FY2019 to 2,790. Enrollment declines have slowed thanks to substantial increases in dual enrolled high school students. Nonetheless, attendance of older students continues its downward slide. The long-term decline in credit enrollment is primarily due to two external factors generally affecting community colleges nationwide; a decreasing high school population and an improving economy. High school graduations are expected to inch up in the near future, easing the downward pressure on that segment's enrollment. However, the expanding regional economy will continue to provide career options in lieu of enrollment.

Noncredit headcount topped out at 10,357 in FY2009 but has fallen by 53.9% in the next nine years to 4,442 in FY2019. The three components of this segment are workforce development, adult education, and lifelong learning. Workforce training at Chesapeake generally is impacted by economic conditions in the same way as credit – up during economic downturns and down during expansions. Enrollments in noncredit workforce courses fell by 57.5% from the peak in FY2009 through FY2018 but in response to focused initiatives and programs, gained back 6.4% in FY2019. These increases were focused in skilled trades, particularly welding (all classes in FY2019 were non-credit as the credit program was being revamped), a new Marine Service Technician Program and an expanded commercial driver's license classes.

In FY2019 the College redesigned the recruitment plan scaling back on the number of high school open houses. We were unable to sustain the number and the timeframe they needed to be offered. In addition, we added two open houses that would promote specific programs and target both our traditional and adult learners. We offered our first Saturday Open House event featuring our computer, agriculture, theatre, criminal justice, health professions, human services, and skilled trades programs. The second one was hosted in the evening focusing specifically on our credit and non-credit health programs. Each offered presentations and hands-on demonstrations from our faculty and staff. Prospective students and family members had the opportunity to meet faculty, staff from all areas of the college as well as student leaders and athletes. In addition to all of the resources shared, a $500.00 tuition gift certificate was awarded.

Dual enrollment has continued to surge. Outreach to middle schools include tours and staff participation in their college and career fairs. Renewed emphasis has been placed on strategies to increase conversion rates of applicants to registered students. New strategies, including marketing and outreach to non- traditional students and businesses. A comprehensive strategic digital marketing campaign has been executed to support the recruitment effort

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

Chesapeake is dedicated to the philosophy of equality of opportunity, treatment, and benefits for all students and employees regardless of race, color, religion, national origin, age, gender, disability, or sexual orientation. The percentage of minority credit students exceeded comparable service area adult population percent in each of the last eight years. In fall 2018, minorities comprised 26.9% of the student body, but only 20.4% of the regional population. Also, in FY2019, 36.7% of all continuing education students were from a minority group.

Increased brand awareness and image building are continuing through both traditional and digital marketing strategies, combined with intentional press outreach. These efforts have played a part in maintaining our steady enrollment numbers, even as other community colleges in the state have seen declines.

Increased visibility has led to growth in the number of external constituents engaged in financial support of the College with number of FY2019 donors growing to 364 from 262 in FY2018. Fledgling efforts to build a base of support for non-credit workforce training scholarships resulted in $31,739 in scholarships available for award. While we maintained strong support for scholarships, growth in unrestricted gifts from $65,542 in FY2018 to $235,139 in FY2019 has created opportunities to devote additional and otherwise unavailable resource build new and growing programs, particularly in the skilled trades. The return of our Golf Tournament for Athletic Scholarships was successful in netting over $20,000 in scholarship funds for student athletes who help raise the profile of Chesapeake College locally, regionally, and nationally. Success in building our base of external support are a direct result of efforts to be actively responsive to needs expressed by the community we serve.

In FY2019, 584 students were awarded more than $538,000 in scholarship support from the college or its Foundation, exclusive of private scholarships that they may have received from other sources. An all-time high 27.3% of all students received such aid.

The Maryland Workforce Development Sequence Scholarship (WDSS) is a new opportunity for Maryland Residents who are pursing non-credit workforce programs. For the 2018-2019 year, we were able to award $41,250 to 33 students pursing the following programs: Administrative Medical Assistant, Commercial Driver's License (CDL) Prep, Commercial Driver's License (CDL) Bus Training, Child Care, Clinical Medical Assistant, Certified Nursing Assistant, Dental Assisting, and Emergency Medical Technician. Continuing Education directors are seeking additional program approvals. This resource allows students to accomplish professional and personal goals in addition to allowing the college to support the local workforce.

Chesapeake College's dedication to sustainability efforts have paid off in multiple ways. As noted in the US Department of Energy's Better Buildings 2019 Progress Report, Chesapeake's aggressive conservation program to reduce total electricity usage has resulted in a decline of 24% from the peak in 2009. This came despite an 18.8% increase in building space. This energy savings places the college in the top spot for energy savings among all community colleges and second among all higher education institutions nationwide. Additionally, the newly installed multiple solar arrays accounted for more than 50% of total college electricity usage from an inexpensive, renewable source.

The College has striven to restrict student costs. With declining enrollment and marginal increases in government funding, the college has pursued various options to minimize tuition and fee increases. Two examples of realized cost reductions include electricity and health insurance. Through conservation and movement to solar, the college has reduced its energy cost by $250,000 or 40% annually. By moving to a self-insured health plan and implementing a wellness program, the college has realized savings on its health insurance costs of more than $1 million per year. As a result of these efforts, the College was able to hold its FY2019 tuition and fee increase to a minimum, thereby decreasing its percentage of tuition and fees at Maryland public four-year institutions to 50.3% from 51.4% the previous year.

Increasing Student Success With Less Debt **Goal 2: Success**
(Promote and implement practices and policies that will ensure student success)

One of the college's new 2019-2024 Strategic Plan priorities is Student Success. The related key performance indicators have shown mixed results. Graduation counts have remained high despite declines in total headcount, contributing to record graduation rates. Additionally, surveys of graduates show high levels of satisfaction with educational goal achievement and job/transfer preparation. Yet, Degree Progress Analysis (DPA) measures have not demonstrated any particular trend over time and are quite erratic from cohort to cohort. However, the most recent data show progress. The DPA graduation-transfer and successful-persister rates after four years were the highest on record for the fall 2014 cohort – for all students, college-ready, developmental completers developmental non-completers, and all minority students.

In 2012, Chesapeake College implemented an emporium model heavily dependent on individualistic use of instructional software for developmental mathematics and more modest changes in English. However, these programs did not yield the expected results. The fall 2013 cohort seems to have been particularly affected. In addition to a decline in the 150% graduation rate to 14.1% (below the Council of Regional Accrediting Commissions guideline of 15%), their rate of transfer out declined, the success rates in developmental English and mathematics courses fell as did the percent completing all developmental requirements. This phenomenon turned out to be a one-year blip as performance on those measures improved. The graduation rate for the 2014 and 2015 cohorts rose to 18.1% and 24.9%, respectively and the transfer-out rate increased. Modifications in the developmental programs in 2015 are believed to have contributed to these gains. The lowest level of developmental math was transformed from a computer-mediated, lab format course to a more traditional lecture supplemented by labs using an online textbook at minimal cost to students. Developmental English streamlined the curriculum to a single course rather than two in prior years and piloted the nationally recognized Accelerated Learning Program model. Both pilots were successful and were expanded to the full curriculum of both departments. Course success rates have improved as a result, for the college as a whole, but for African-American students in particular.

Chesapeake also has taken steps to help more students enter college-ready or with fewer developmental requirements – through an articulation agreement with local high schools to use its Intermediate Algebra course as a transition course for high school seniors who need to demonstrate math readiness, but primarily by allowing high school GPA to be the primary measure of readiness for the majority of new students. Between fall 2016 and 2018, the

proportion of incoming freshmen requiring developmental education declined from 67.1% to 36.3%. It is expected that subsequent graduation-transfer rates will rise, but it is still too early to determine the effects. An early student tracking metric is fall-to-fall retention rate. The fall 2017 cohort retention for college-ready students established an all-time high of 59.6%, likely attributable to the large number of students no longer required to take developmental classes. Yet, the rate for developmental students was the lowest in history, potentially a result of the GPA initiative as only students with the lowest level of need place into developmental courses. Nonetheless, this pattern is a signal of continued challenges to not only developmental but also program completion.

Health professions licensure/certification examination pass rates has been another area for concern despite the fact that two programs (Physical Therapist Assistant and Paramedic, State Protocol Exam) had all graduates pass their licensure/certification exams in FY2018. The other six programs' rates were below their benchmark levels, all of which were set at 90% or above. Of those, four programs missed their benchmark because of one student failure from a very small program – six had 10 or fewer test takers. All health programs are fully accredited and thriving. The Registered Nurse program seems to have turned a corner; the FY2019 pass rate of 93% was markedly higher than the 65.0% pass rate from 2017. The program has been actively recruiting a more robust applicant pool and adjusted retention strategies to more effectively focus on student learning. These strategies include student mentoring, increased test rigor, and problem-based and experiential learning integrated into the classroom. Performance of the current cohort demonstrates NCLEX scores are recovering rapidly and the program is moving in the right direction.

Achievement Gap – Commission Assessment:

The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

The largest student engagement and success program for credit students is TRiO Student Support Services (SSS) which is actually comprised of two initiatives – SSS Classic and SSS-STEM. Together these federally funded programs help a total of 335 eligible (i.e., first-generation, low-income, or disabled) students (17.6% of the student body) stay in school, graduate, and/or transfer to a four-year institution. Services include academic and financial aid advising, career guidance and readiness, science and math supplemental instruction workshops, and cultural and educational events. Students engaged in these programs statistically outperform comparison groups of students who are not in the program in terms of retention and academic performance. Full-time students meet with faculty advisors for mandatory personalized advising sessions. Engaging and mutually edifying conversations result, strengthening faculty-student relationships and helping Chesapeake's numerous first-generation college students navigate through the degree and course selection process. TRiO staff work collaboratively with other campus student services to address the obstacles that eligible students might face during their college careers including:

- Limited reading, writing, study skills, mathematics, science, and other subjects; Supplemental instruction workshops and subject intensive tutoring are offered year-round by the TRiO program to participants who are academically at risk in Metric conversion, Anatomy and Physiology, ESL, Time-management and test-taking etc.
- Lack of experience in postsecondary course selection; TRiO students select and register for courses with their TRiO Advisor who creates and regularly updates the student's College Course Map.
- Unfamiliarity with information about student financial aid programs, benefits and resources for locating public and private scholarships, complexities of completing financial aid applications; TRiO runs FAFSA Application workshops for program participants.
- Applying for transfer admission to, and obtaining financial assistance for enrollment in four-year programs; TRiO runs Transfer and College Admissions workshops year-round, providing hands on assistance to individual program participants with College Applications, and Financial Aid and scholarships applications, and campus tours.
- Deficiencies in financial and economic literacy competencies TRiO runs Financial Literacy, Loan Management workshops year-round. Both TRiO Programs also provide individualized career counseling to include activities designed to acquaint students with career options, as well as exposure to cultural events and other college success programs on and off campus. They are annually accountable to the U.S. Department of Education to evaluate programmatic successes and challenges.

Assessment of the program's effectiveness in 1) increasing the chances of student participants to remain at Chesapeake College, and 2) to enter and successfully pursue a major of their choice, ultimately graduating or transferring from Chesapeake College, is made by collecting and reviewing participating student records, staff review of student program participation, and data provided from the Student Success Office on campus and the National Student Clearinghouse. A broad array of evaluation mechanisms are used to determine the value and efficacy of services provided. Program assessment tools include both quantitative and qualitative evaluation measures. These are appropriate to both projects as approved by the federal granting agency, and they are geared exclusively to the DOE's performance standards for annual reporting required by the grants' Annual Progress Reports (APR). Specific quantitative measures included Persistence

Rate, Good Academic Standing, Graduation Rate, and Transfer Rate. This formative data is evaluated regularly by the TRiO Project Director and is reinforced with a summative report for each cohort starting with the first graduating group and ending no later than at the end of the first three years of the SSS Project. Metrics for the grant Objectives are based on quantitative and qualitative key performance indicators as listed below:

- TRIO College Course Map review/progress report
- Transfer goals progress tracking report
- Financial need and assistance data
- Financial and economic literacy goals/survey
- Academic Coordinators feedback/report
- Study groups/workshops/survey
- Tutor/mentor reports
- Early Alert indicators
- Grade and GPA tracking reports
- Course completion and success
- Subsequent course completion and success
- Student satisfaction surveys
- College Success Seminar/survey
- Student cohort tracking analysis/report
- Student learning outcomes assessment
- Student Learning Community/survey

The qualitative data is collected and used internally to evaluate the overall success of program services outside the purview of the official APR. Utilizing students' GPA and measures from various objective academic profiling tools such as LASSI, Career Inventories, and the Nelson Denny Reading Test, we create student profiles that include interests, skill sets, aptitudes and abilities. This allows for strategically focused advising and monitoring of each student's progress and/or challenges. Additionally, data derived from calculating attendance at tutoring sessions, academic counseling sessions, workshops, focus groups, and surveys is used by program staff to evaluate the program year round.

Increasing Student Success With Less Debt **Goal 3: Innovation**
(Foster innovation in all aspects of Maryland higher education to improve access and student success)

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

Chesapeake College faculty continue to be leaders in the classroom, using web-based resources to develop low or no cost textbook courses and expanding online course offerings—two degree programs and two certificate programs are now available fully online. Experiential learning

abounds: Health Professions students practice in the operating room with state-of-the art simulators, Computer Science students build and program pocket-sized computers, and honors students tour local state and private colleges.

The college will continue to expand its groundbreaking classroom initiatives. This will be accomplished through broader adoption of Open Educational Resources and the expansion of online course offerings. As a result, the region's students and our service community will receive the benefits of-limiting environmental and fiscal costs.

Chesapeake College has incorporated many innovative practices to foster student engagement and success. The list below highlights some of the more salient initiatives.

- ABE/ESL programming offering industry-specific basic English courses, to enable students to develop language skills while boosting employability.
- Utilizing the "Stories Page" of Chemical & Engineering News to share General Chemistry students' lab experience in fluorescence; the resulting publication reached an international audience.
- Teaching & Learning Center leveraging grant funds to better-partner with high school CTE centers for testing.
- Early Childhood Development Center collaborating with Eastern Shore Higher Education Center and the College to create summer camps and after-school programs for children.
- Criminal Justice creating articulation agreement with Caroline County Tech's new Homeland Security program; offering credit classes for the COP cohort that also count for their Continuing Education Requirements; and starting a blog that gives updates on Maryland Laws, information for students considering law school, and other interesting law topics.
- Multi-patient simulation for graduating nursing students; this is a "first" for the College and is something that is typically only being done at larger university simulation centers.
- Computer Information Systems in partnership with Perkins funds and the Honors Program expanded student access to and use of 3D printing.
- A revitalized Teaching and Learning Center is actively working with faculty to increase online programs and course access—an initiative to directly address our widespread rural population and transportation problems.

Chesapeake strives to strengthen the regional economy through educating and training a skilled workforce. As an institution of higher learning, an employer, and a training provider, Chesapeake is one of the region's most significant economic engines. While the college is stepping up efforts, recruiting students for workforce training remains a challenge. One major hindrance is the sluggish mid-Shore economy. The region accounts for 2.3% of the state's jobs; and thanks to a 1.3% increase in 2018 finally surpassed previous high set in 2007 before the Great Recession. Small businesses predominate and local wages are comparatively low, slightly more than two-thirds of the statewide average.

Despite these limiting forces, Chesapeake is convinced that its efforts to expand need-based workforce training will be a highly successful contribution to the local economy. Committed to regional economic development, the college is expanding workforce offerings, including redesigned Computer Science labs, new electrical and marine trades classes, and a revamped

welding curriculum designed to better prepare completers for the local job market. Additionally, a new Current Officers Program (COP) provides an online cohort Associate degree program for police officers. Unique in Maryland, COP awards credit for courses taken at the Police Academy; curriculum designed for law enforcement professionals; and a dedicated advisor with field experience. Similarly, the college's new Addictions Counseling program provides local practitioners with a new state-mandated credential. Augmenting STEM offerings, in FY2019, the college invested in necessary upgrades to natural science labs, ensuring students will develop vital skills in a state-of-the art environment.

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

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

In partnership with the ShoreRivers, the College completed 17 ground and storm water projects, including the redesign and rebuilding of its storm water drainage pond outflow into a step pool configuration. Design work on a new, 18th storm and ground water project has begun. As the headwaters of the Wye River are situated on the Wye Mills campus, this work is particularly important to the vitality of the river and the Chesapeake Bay into which it flows.

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

Over the last year, Chesapeake has begun an initiative to reduce single use plastics on the Wye Mills Campus and at the Cambridge Center. Our café has eliminated the use of single use plastic

plates, cups and the like. Our vending machines are stocked with drinks that are packaged in metal cans or glass bottles only. Our bookstore has eliminated plastic beverage bottles and is promoting the use of rental texts or Online Educational Resources (OERs) which are both environmentally friendlier and less expensive. Chesapeake's sustainability success is the result of campus commitment and key partnerships with off-campus companies, nonprofits, and government agencies in renewable energy generation and storage, sustainable agriculture, watershed restoration, landscape architecture, electric car charging, and energy efficiency. These collective efforts are transforming the campus, both in the classroom and on the ground.

Community Outreach and Impact

Chesapeake College's outreach is seen through the numerous partnerships and events held with business and industry, local government, other higher education institutions, local schools, various community groups, and through student service projects.

Collaboration with Business and Industry

The Maryland Department of Commerce hosted a networking event for leaders and representatives of the manufacturing and technology field at Chesapeake College. Manufacturing and technology business owners mingled with Chamber of Commerce representatives from the region. Tours of Chesapeake's Skilled Trades Lab were given and President Clifford Coppersmith spoke briefly about the mission of bringing more opportunities for students in the field of applied technology. Each spring a Job Fair is held on campus. This past year, like most, all available spots were taken, accommodating around 75 local businesses to give them access to students and community job-seekers. Plus, the Senior Expo, held on campus, showcased services available for senior citizens in the local area. Businesses on hand ran the gamut from assisted living facilities, to physical therapy, to the YMCA.

Chesapeake College recently launched a non-credit Marine Service Technology program with considerable input and collaboration with industry partners. The Skilled Trades department linked with the Marine Trades Association of Maryland and several local businesses to develop this new program in response to an expressed industry need. At the encouragement of local business owner, who donated funds, resources to start the program were acquired primarily through donations. Local marinas donated two engines. Yamaha also provided two engines plus the curriculum for the program at no cost, which included online learning modules. And Volvo donated two diesel engines for in-board motor instruction.

The skilled trades department sought out local businesses to better understand current industry needs and work processes to revamp the welding program. Based on the input received, the program was redesigned with an enhanced curriculum and a shortened training schedule, and opportunities for specialization and the improved program will launch in fall 2019. This effort has also increased interest in partnerships with local high schools that either house welding programs or are interested in partnering with the college to offer dual enrollment courses. Additionally, feedback from a Program Advisory Committee comprise of industry leaders, led to the hiring of a full-time hire Commercial Driver's License instructor and curriculum improvement that included additional road hours.

Collaboration with Local Government
In early fall, the Maryland Emergency Management Agency (MEMA) requested activation of Chesapeake College as an evacuation center to assist state response for those displaced by the effects of Hurricane Florence in regions adjacent to southern Maryland. The college stepped up to provide shelter to those in need. On several occasions this year the Queen Anne Sheriff's Office used Chesapeake College facilities to conduct training for traffic stops.

Collaboration with other Higher Education Institutions
Chesapeake College Advising office hosted the annual Community College Transfer Fair. Transfer advisors representing twenty-eight Maryland and out of state universities participated. Fifteen additional higher education personnel also participated. The purpose of the Transfer Fair was to offer students the opportunity to meet face to face with transfer advisors and other key higher education personnel, to connect students with 4-year universities for transfer planning.

Transfer advisors from various 4-year universities visit students at Chesapeake College during the fall and spring semesters to provide program and transfer information to current Chesapeake College students. In this way, the transfer advisors are connecting with both Chesapeake College advisors and current students for transfer decision-making and planning options throughout the school year. In addition, University of Maryland, in collaboration with Chesapeake College Advising Department, offered a webinar about UMD scholarships for transfer students from Community College to UMD.

The Eastern Shore Higher Education Center, located on the Chesapeake College Wye Mills Campus was built in 2002. As the only Regional Higher Education Center that is physically located on a community college campus in Maryland, it creates opportunities for students to continue their baccalaureate degree without leaving the campus. The Center is fully funded by the Maryland Legislature through the Maryland Higher Education Commission. The Center has an Executive Director and Administrative Associate. The Center houses offices for the Salisbury University Elementary Education BA degree and the Salisbury University Social Work BSW and MSW degrees. Offices are also provided for additional partners: UMES, Notre Dame of Maryland University and UMUC. Additional degrees offered at the Center include: PhD in Organizational Leadership and Bachelor's in Human Ecology / Early Child Development from UMES, Masters in Educational Leadership from Salisbury University, Masters in Education from La Salle University, and advanced degrees from Notre Dame of Maryland University.

In addition, the Center serves as a center for regional and state meetings and trainings for education, government and non-profit organizations and agencies. The Center staff participates in the Chesapeake College Transfer Fair, Regional College Night and helps link Chesapeake College with partners in the development of articulation agreements.

Collaboration with Local Schools
Three hundred students from the nine local high schools visited Chesapeake College for Healthcare Career Day. The University of Maryland Shore Health Systems partnered in the effort to provide prospective students with valuable information from many different health professionals. In a separate event, the college hosted Career Pathway students from local high

schools to provide tours specific to their programs of interest ranging from welding to surgical technology. In November, Chesapeake College hosted a College Fair for over 70 four-year colleges and universities. The fair was open to all local high schools students, and any citizens, interested in attending college. Chesapeake College also participated in Decision Day 2019 events at local high schools in St. Michaels, Easton, and Federalsburg, to celebrate with students who have committed to attending Chesapeake in the next fall.

The College has collaborated with local high school Career and Technical Education programs. To solidify the relationship, we began hosting quarterly meeting with CTE Directors in each of the five constituent counties.

Student Involvement
Chesapeake students participate in many types of events with community agencies, including informational tours and various fund-raising activities. Groups from TRiO visited Nemours Children's Hospital and NASA's Goddard Space Flight Center to learn about the services these agencies provide. Various student groups held fund raisers for a variety of local charities including: Chesapeake Cats and Dogs, Shelter Friends – Animal Shelter, Chesapeake Christian Community, Chesapeake Bay Foundation, Baywater Animal Rescue, Talbot Humane Society, Animal Welfare League of Queen Anne's County, Courageous Hearts Horsemanship Club, the Salvation Army, Camp Pecometh, Kent Island Elementary School, and the St. Vincent DePaul Society. Students in First-Year Programs partnered with Habitat for Humanity in the fall and spring to help build homes for local citizens. Chesapeake College students also performed in productions both on campus and in the community, including HOT L Baltimore, and the Baltimore Fringe.

Community Connections
Chesapeake College's interactions with community agencies are various. The following presents a sample over the past year. The campus hosted the Anne Arundel Medical Center Blood Mobile to collect blood donations. Training with the Community Interpreter® International prepared students to facilitate meaningful communication between service providers and Limited English Proficient (LMP) members of the community. The college joined its five member counties in "Going Purple". This substance abuse awareness program engages our community and youth to stand up against substance abuse. Events planned for the students included a drug take-back for the community and Narcan training for our faculty and staff. In coordination with other local organizations, Chesapeake hosted several speakers at campus events throughout the year. These lectures were open to the community. The various guest have included author and scholar Dr. Michael Eric Dyson, on Race, Racism and Race Relations in America, Ex-NFL quarterback, Don McPherson on gender equality, and Fulbright Scholarship recipient, Dr. Susmita Talukdar from Nepal, who spoke of women's narratives on motherhood.

The college hosted many veterans, from the community and the college, at the annual Veteran's Day Celebration. The Institute for Adult Learning held a community speakers' series this spring. The free lunchtime presentations offer a variety of topics and are open to members of the public. This spring, speakers delved into various topics such as political activism, services provided through Hospice, advocating for children with Court Appointed State Advocates (CASA), and international special education.

Through a new partnership with the Avalon Theater in Easton, Chesapeake College has hosted large-draw musical acts in the Todd Performing Arts Center (TPAC). This partnership provides a means for the local community to see national performers such as Melissa Etheridge, Clint Black, and the band America here on the Eastern Shore. This was in addition to the normal shows by local artists, such as the Mid-Atlantic Symphony and the Naval Academy Band. The TPAC also serves as a venue for many local performances ranging from dance recitals to local theater and recently hosted an exhibit of photographs by the local Tidewater Camera Club. Chesapeake College welcomed the Ride for Clean Rivers. This metric century bike-ride benefitted the Shore Rivers environmental conservation group.

The Cambridge Center conducted a survey with local citizens, advocates, and community leaders to gather ideas for desired offerings and build collaborative relationships with local groups. This resulted in a partnership with the Cambridge Garden Club, which includes plans for future programming and shared use of space.

CHESAPEAKE COLLEGE
2019 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	68.8%	69.1%	73.5%	70.1%
B.	Credit students with developmental education needs	64.8%	67.1%	45.5%	36.3%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	40.4%	35.2%	37.8%	36.8%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	602	542	530	557

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	36.6%	37.1%	34.8%	31.5%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	50.8%	52.2%	55.8%	44.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	29.5%	29.1%	28.0%	24.6%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	87.8%	78.6%	79.7%	79.6%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	54.4%	Not Available	55.5%	Not Available

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.1%	5.7%	5.2%	5.8%
	b. Black/African-American only	17.0%	15.8%	14.3%	14.0%
	c. American Indian or Alaskan native only	1.1%	0.9%	1.0%	1.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.0%
	e. Asian only	1.2%	1.3%	1.6%	1.2%
	f. White only	70.7%	68.8%	69.0%	68.5%
	g. Multiple races	2.0%	2.5%	3.3%	2.9%
	h. Foreign/Non-resident alien	0.9%	1.4%	1.2%	1.5%
	i. Unknown/Unreported	3.0%	3.6%	4.4%	4.8%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$14,620	$14,066	$16,034	$16,921
	b. Median income three years after graduation	$38,731	$43,504	$45,045	$44,094

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	9,160	9,107	8,383	7,583	**10,000**
	b. Credit students	3,103	2,888	2,803	2,839	**3,200**
	c. Continuing education students	6,269	6,406	5,797	4,917	**7,000**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	42.7%	47.5%	41.3%	39.0%	**54.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	69.4%	68.8%	67.0%	63.7%	**70.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	54.1%	50.9%	55.5%	51.0%	**60.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

CHESAPEAKE COLLEGE
2019 ACCOUNTABILITY REPORT

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	218	233	363	394	**325**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	2,895	3,086	3,076	3,713	**3,250**
	b. Continuing education	479	498	427	404	**550**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	51.8%	51.9%	51.4%	50.3%	**53.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,234	2,371	1,902	1,735	**2,350**
	b. Annual course enrollments	4,581	4,882	4,404	4,713	**5,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,048	916	875	873	**1,250**
	b. Annual course enrollments	1,529	1,267	1,384	1,711	**1,800**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	26.5%	27.6%	26.9%	26.9%	**30.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	31.7%	30.9%	33.1%	35.7%	**33.0%**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	20.0%	20.1%	20.3%	20.4%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	11.1%	7.1%	7.7%	9.3%	**13.5%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	11.1%	11.8%	13.6%	14.6%	**14.5%**

Goal 2: Success

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	45.8%	48.7%	46.4%	45.1%	**55.0%**
b. College-ready students	55.9%	52.8%	65.4%	56.4%	**60.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	48.0%	46.6%	46.9%	49.8%	**50.0%**
b. Non-recipients	53.8%	50.7%	49.5%	52.1%	**55.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	47.8%	45.4%	38.4%	41.3%	**55.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	81.4%	87.1%	88.2%	89.9%	**85.0%**
b. Developmental completers	77.6%	81.8%	79.5%	86.3%	**82.0%**
c. Developmental non-completers	37.1%	40.2%	35.3%	48.7%	**Not Applicable**
d. All students in cohort	68.6%	72.4%	67.0%	78.8%	**75.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	55.9%	59.3%	49.2%	<50	**60.0%**
b. Asian only	<50	<50	<50	<50	**Not Applicable**
c. Hispanic/Latino	<50	<50	<50	<50	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	71.1%	73.1%	76.5%	80.7%	**75.0%**
b. Developmental completers	55.7%	59.9%	50.3%	60.1%	**60.0%**
c. Developmental non-completers	28.6%	29.9%	24.3%	35.9%	**Not Applicable**
d. All students in cohort	52.6%	55.4%	48.2%	61.2%	**55.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	42.6%	40.7%	31.7%	<50	**45.0%**
b. Asian only	<50	<50	<50	<50	**Not Applicable**
c. Hispanic/Latino	<50	<50	<50	<50	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	125	97	115	117	**140**
b. Transfer degrees	147	140	135	149	**175**
c. Certificates	64	67	49	63	**80**
d. Total awards	336	304	299	329	**395**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	939	869	859	834	**1,100**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	157	133	124	122	**175**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	98.6%	98.1%	94.8%	99.0%	**98.0%**

		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement		77.1%	66.0%	60.0%	**70.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	68.4%	87.5%	70.6%	87.5%	**80.0%**
	Note: Response categories changed starting in 2008.		.			

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. Radiologic Technology (AART)	100.0%	100.0%	83.3%	90.0%	**95.0%**
	Number of Candidates	7	7	6	10	
	b. Registered Nurse (NCLEX-RN)	82.8%	83.3%	65.0%	84.6%	**90.0%**
	Number of Candidates	58	42	40	39	
	c. Physical Therapist Assistant (NPTE)	75.0%	83.3%	85.7%	100.0%	**90.0%**
	Number of Candidates	8	6	7	6	
	d. Surgical Technology (NBSTSA)	83.3%	71.4%	100.0%	66.7%	**90.0%**
	Number of Candidates	6	7	7	6	
	e. Paramedic, National Registry Exam	60.0%	90.9%	84.6%	85.7%	**90.0%**
	Number of Candidates	10	11	13	7	
	f. Paramedic, State Protocol Exam	100.0%	83.3%	90.9%	100.0%	**95.0%**
	Number of Candidates	10	6	11	5	
	g. Cardiac Rescue Technician--Intermediate, National Registry Exam (EMT-I)	68.8%	78.6%	87.5%	86.7%	**90.0%**
	Number of Candidates	16	14	8	15	
	h. Cardiac Rescue Technician, State Protocol Exam (CRT)	90.0%	80.0%	100.0%	75.0%	**90.0%**
	Number of Candidates	10	5	5	8	

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	88.8%	86.8%	82.4%	**85.0%**
	b. Mean GPA after first year	Not Available	2.91	2.86	2.81	**2.85**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	45.4%	47.3%	47.5%	49.4%	**45.0%**
	b. Academic support	10.2%	10.6%	9.0%	6.9%	**10.0%**
	c. Student services	9.8%	8.7%	9.3%	9.3%	**10.0%**
	d. Other	34.6%	33.4%	34.3%	34.4%	**35.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	90.9%	66.6%	88.3%	96.9%	**85.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	90.9%	80.8%	77.1%	96.7%	**90.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,141	3,361	3,121	2,390	**3,750**
	b. Annual course enrollments	4,734	5,427	5,009	4,020	**5,650**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,858	1,979	1,746	1,657	**2,200**
	b. Annual course enrollments	2,991	3,545	3,154	2,852	**3,550**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	70	57	74	86	**85**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,828	2,257	2,343	1,646	**3,000**
	b. Annual course enrollments	2,422	2,819	3,317	2,412	**3,700**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	95.6%	95.9%	94.2%	93.4%	**98.0%**

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	572		160		170		242	
2	Number attempting fewer than 18 hours over first 2 years	232		51		17		164	
3	Cohort for analysis (Line 1 – Line 2)	340	100.0%	109	100.0%	153	100.0%	78	100.0%
4	Earned Associate degree from this community college	96	28.2%	49	45.0%	46	30.1%	1	1.3%
5	Earned certificate, but no degree, from this community college	10	2.9%	1	0.9%	4	2.6%	5	6.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	106	31.2%	50	45.9%	50	32.7%	6	7.7%
7	Transferred to Maryland two-year/technical college	24	7.1%	9	8.3%	11	7.2%	4	5.1%
8	Transferred to Maryland public four-year college	96	28.2%	43	39.4%	45	29.4%	8	10.3%
9	Transferred to Maryland private four-year college or university	4	1.2%	3	2.8%	1	0.7%	0	0.0%
10	Transferred to out-of-state two-year/technical college	13	3.8%	4	3.7%	4	2.6%	5	6.4%
11	Transferred to out-of-state four-year college or university	27	7.9%	10	9.2%	11	7.2%	6	7.7%
12	Total transfers (sum of Lines 7 - 11)	164	48.2%	69	63.3%	72	47.1%	23	29.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	62	18.2%	31	28.4%	30	19.6%	1	1.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	208	61.2%	88	80.7%	92	60.1%	28	35.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	48	14.1%	8	7.3%	34	22.2%	6	7.7%
16	Successful transition to higher ed (Line 14 + Line 15)	256	75.3%	96	88.1%	126	82.4%	34	43.6%
17	Enrolled at this community college last term of study period	12	3.5%	2	1.8%	6	3.9%	4	5.1%
18	Successful or persisting (Line 16 + Line 17)	268	78.8%	98	89.9%	132	86.3%	38	48.7%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	94		9		31		402	
2	Number attempting fewer than 18 hours over first 2 years	49		4		12		154	
3	Cohort for analysis (Line 1 – Line 2)	45	100.0%	5	100.0%	19	100.0%	248	100.0%
4	Earned Associate degree from this community college	5	11.1%	2	40.0%	6	31.6%	76	30.6%
5	Earned certificate, but no degree, from this community college	1	2.2%	0	0.0%	1	5.3%	7	2.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	6	13.3%	2	40.0%	7	36.8%	83	33.5%
7	Transferred to Maryland two-year/technical college	6	13.3%	0	0.0%	0	0.0%	18	7.3%
8	Transferred to Maryland public four-year college	6	13.3%	4	80.0%	8	42.1%	73	29.4%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	4	1.6%
10	Transferred to out-of-state two-year/technical college	4	8.9%	1	20.0%	0	0.0%	7	2.8%
11	Transferred to out-of-state four-year college or university	2	4.4%	0	0.0%	2	10.5%	19	7.7%
12	Total transfers (sum of Lines 7 - 11)	18	40.0%	5	100.0%	10	52.6%	121	48.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	4	8.9%	2	40.0%	5	26.3%	47	19.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	20	44.4%	5	100.0%	12	63.2%	157	63.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	5	11.1%	0	0.0%	4	21.1%	36	14.5%
16	Successful transition to higher ed (Line 14 + Line 15)	25	55.6%	5	100.0%	16	84.2%	193	77.8%
17	Enrolled at this community college last term of study period	2	4.4%	0	0.0%	1	5.3%	9	3.6%
18	Successful or persisting (Line 16 + Line 17)	27	60.0%	5	100.0%	17	89.5%	202	81.5%

COLLEGE OF SOUTHERN MARYLAND

MISSION

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

INSTITUTIONAL ASSESSMENT

State Plan Goal I: Access

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

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

Over the last four years, the number of students served annually peaked in 2015 and declined 15.6% to 21,238 in 2018 (Indicator 1). Credit and continuing education headcount followed this direction at 10,265 and 11,563, respectively. The decrease in enrollment presents CSM with the challenge of keeping tuition costs low. College affordability is a national challenge and a top priority for CSM. Through sound fiscal management, CSM has minimized tuition increases, remaining half the cost of a Maryland four-year public institution (Indicator 7). CSM continues to focus the majority of its expenditures on instruction, academic support and student services, (Indicator 27). The College is dedicated to providing an assessable, accredited, and affordable education to a diverse student population.

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

CSM strives to build the diversity of its student body, faculty and staff, and to make sure the College is providing a welcoming and supportive environment for individuals of all backgrounds. The College continues to attract a student ethnic/racial breakdown more diverse than the tri-county area due to the increase in African American and Hispanic segments. The fall 2018 minority enrollment was 45.0% (Indicator 10a). The minority population of 18 or older in Southern Maryland was 38.6% (Indicator 10c). Diversity initiatives are integrated throughout CSM's policies, programs, and practices. One initiative, Men of Excellence, is a comprehensive mentoring program for African American males focused on success, career exploration, community service, and leadership, which was expanded this last academic year to serve all campuses.

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

The College continues to strive to increase the percentage of minority employees so that the workforce better reflects the demographics of the region. In an effort to recruit a diverse pool of employee applicants, CSM advertises in many national publications and journals that are focused at diverse populations. Additionally, relationships have been established with the Department of Labor, Licensing, and Regulation, the Tri-County Council Workforce Investment Board, Department of Rehabilitative Services, and Department of Social Services to attract a diverse population. Human Resources also provides diversity training for all employees and reiterates the value that diversity brings to the College community. The College has refocused the Executive Director for Diversity and Inclusion position to focus on developing cultural competency among employees in an effort to better connect CSM personnel with today's students.

In an effort to increase the retention of faculty and staff, the hiring process was modified to increase consistency, reduce time to hire, and increase the hiring of employees from underrepresented groups. Consequently, over the last four years the percentage of full-time minority faculty and administrative and professional staff has increased to 25.4% and 32.9%, respectively (Indicator 11, 12).

As an open admissions institution, the majority of students in Southern Maryland attend CSM. Historical data illustrate the College consistently retains the majority of market-share of first-time, full-time freshmen, recent, college bound high school graduates, and part-time undergraduate students at 53.8%, 63.6%, and 68.6%, respectively (Indicators 2 - 4). Students wishing to enroll in credit programs are evaluated for readiness in English, reading, and mathematics through multiple measures of assessment, including placement testing, ACT and SAT scores, high school transcripts, advanced placement scores, and college transcripts, or a combination of these measures. CSM is committed to improving access to credit classes and preparation for college readiness in high school. The college partners with the local high schools

by offering courses at the high school and on the college campus via dual enrollment. Over the last four years, fall and spring dual enrolled students have increased by 12.2% and 55.3% to 442 and 1,197, respectively.

The college also partners with local counties to provide basic skills and literacy courses. In fiscal 2016, CSM became the sole provider of general education preparation (GED) courses in St. Mary's and Calvert counties. Beginning this year, CSM will provide those services for Charles county as well. Over the last four years enrollments in basic skills and literacy courses have increased 995.0% from 67 to 734 (Indicator 9). Additionally, CSM has an expanding array of quality continuing education programs designed to help students meet their professional and personal goals. Programs focus on career development, personal enrichment, workforce training for businesses, youth and family programs, and noncredit courses. Together, these programs have an unduplicated headcount and enrollment of 5,203 and 10,517, respectively (Indicator 8). Continuing education program enrollments continue to surpass the mean of its peers.

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

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

State Plan Goal II: Success

The College of Southern Maryland is committed to student success and analyzes its performance on State Plan Goal II with indicators 13 – 27. The indicators focus on student progress, achievement, and satisfaction. The relationship between college experience and progress reinforces the belief that student satisfaction with college experiences impacts performance.

Student goal attainment informs the College on individual aspiration and achievement. The majority of graduates, 98.1%, indicated their educational goal was achieved (Indicator 22). Additionally, the College seeks to improve the goal achievement of non-returning students (Indicator 23). Over the last four years, the goal achievement among non-returning students

increased from 59.4% to 61.2% and is approaching the 2019 benchmark of 64.0%.

CSM is an open-admissions institution that is dedicated to student success, meeting students where they are and helping them achieve their educational goals. For some success is a degree, for some a job, and for others it is simply learning something new in a course. No matter how students define success, they face a number of obstacles when trying to reach their goal. Many are academically underprepared and more than one-half of students placed into developmental courses. Indicator 15, developmental completers after four years, is one assessment of the College's academic success with this population. The percentage of students meeting this measure has increased from 43.8% to 46.3% over the last four years, and CSM has implemented strategies to increase the rate. Because more than half of recent high school graduates come to college unprepared to do college-level work, mostly in mathematics, CSM in concert with the districts, administers early assessments at the end of the 11th grade to measure students' readiness to successfully perform entry-level credit-bearing postsecondary work. For students not deemed college ready, transition courses are offered during the 12th grade to students at risk of being placed into remedial math or English in college. Recently, CSM, in concert with other Maryland community colleges and the University System of Maryland, through a *First in the World* grant, restructured pathways for mathematics, which should ensure less remediation and higher levels of mathematics completion across the sector. CSM will continue to work with the local school systems to evaluate the effectiveness of readiness assessments administered by the school systems to determine if they adequately measure and facilitate readiness, as well as college placement and remediation efforts to ensure gateway course and program completion. The College also implemented a pre-midterm alert system; developed a first-year experience course; created different pathways for mathematics for STEM and non-STEM fields; and redesigned developmental mathematics, with the goal of accelerating learning and improving retention, persistence, and graduation rates.

In addition to the redesign of developmental mathematics, the College promotes retention, successful-persister, and graduation-transfer rates through its Student Success and Goal Completion Plan (SSGC). The SSGC is organized around four momentum points: (1) Connection, (2) Entry, (3) Progress, and (4) Completion. The plan integrates institutional policies, practices, and programs intentionally designed to maximize students' efforts at each point along their college experiences, beginning at their first point of contact and continuing until students have earned a certificate or degree. The College has made significant progress addressing many aspects of the plan and, using Title III funds, has implemented multiple strategies to improve retention, persister, and graduation rates. These include: mandatory new student orientation, mandatory advising sessions, individualized academic plans, intrusive advising for students in academic difficulty, financial aid literacy programs, mentoring programs, academic early alert systems, a first year experience program, and experiential learning opportunities in all career programs. The fall-to-fall retention rates of developmental students has increased from 50.2% (fall 2014 cohort) to 52.3% (fall 2017 cohort), exceeding the benchmark, and college-ready students also increased across the same cohorts, 63.2% to 65.3%. (Indicator 13). While Pell grant recipient's fall-to-fall retention rate increased from 44.2% (fall 2016 cohort) to 52.7% (fall 2017 cohort), it is still lower than the current rate for non-Pell grant recipients, 63.9% (Indicator 14). The initiatives listed above will assist with increasing retention, persistence, and graduation-transfer rates.

Additionally, CSM has deployed a wide range of comprehensive and proactive student support services that have been shown to promote goal completion, graduation, and transfer. The College has identified key target goals through collaborative efforts of data review, research, discussion, and planning. The goals center around student's time at CSM and include tactics such as: mandated orientation to guide student decision-making; selection of a major prior to enrollment; prescriptive degree pathways; alignment of developmental mathematics pathway to an associate's degree; intrusive advising; 18, 36, and 45 credit hour checkpoints; guaranteed transfer agreements; identifying and re-enrolling former students with 15 credits or less to earn a credential; automated notification of students who are eligible for awards, and reverse transfer.

Together these strategies will guide students toward goal completion. Successful persister-rates for all students and for developmental completers have increased to 71.4% and 78.6%, and are approaching the benchmarks; however, rates for college-ready students declined to 81.9% (Indicator 16). The successful-persister rates for African Americans decreased minimally from 61.0% to 59.5% (Indicator 17).

Graduation-transfer rates followed the same pattern, increasing for all students and for developmental completers to 56.6% and 58.2%, but decreasing for college-ready students to 70.4% (Indicator 18).

Although lower than the peer mean, CSM's African American graduation-transfer rates have increased over the last four cohorts to 45.1% and are approaching the benchmark of 49.0% (Indicator 19). Together the strategies listed above will guide students toward goal completion and meeting the FY2020 benchmarks.

Another strong indicator of completion is the number of associate degrees and certificates. Over the last four years, total awards, certificates, and associate degrees have increased by 25% (2,350), 58.3% (1,088), and 5.8% (1,262), respectively. In FY2018, CSM awarded 1,262 associate degrees and 1,088 certificates (Indicator 20). On average, more than one-half of graduates transfer to a four-year institution. CSM students are prepared for the academic rigor at universities.

Performance at transfer institutions during academic year 2017-2018 reveal the majority of students, 86.5%, earned a GPA of 2.00 or above with a mean GPA of 2.85 after their first year of study at their transfer institutions (Indicator 26). The majority of graduates, 73.9%, who transferred believed they were academically prepared for their transfer institution (Indicator 24).

Nursing graduates are well prepared to serve their communities indicated by the licensure/certification examination success rates. CSM constantly scores above the national mean and minimum Maryland standard for first-time NCLEX candidates. The most recent NCLEX exam pass rates for RN candidates was 89.3% (Indicator 25). The College is nearing the benchmark for RN candidates and continues to implement numerous strategies which assist with exceeding the benchmark pass rates: (1) a staff member dedicated to the academic success of nursing students, (2) active learning strategies were incorporated in all nursing courses, and (3) a clinical simulation lab provided students an opportunity to learn and enhance their skills through clinical case scenarios.

State Plan Goal III: Innovation

The College promotes creativity and innovation in a variety of ways. The College Innovation Team discusses and debates emerging trends that may impact the College and brings them forward to the QIC. The team is briefed by staff specialists on various aspects of the situation analysis, especially changes in market demands, competition, stakeholder expectations, laws, economy, technology, and other trends. Some innovations include: innovator award which recognizes efficiencies that save the college substantial money; monographs regarding innovative ideas that have been put in place to address problems or issues; all-college convocation, an annual event, that promotes innovation throughout the college; and cost savings ideas (CSI) where employees can investigate where cost savings exist within the college. Recent innovations include Hawk Tank Pitch Contest, which recognizes that staff and faculty are a powerful and often untapped resource. This contest welcomes innovative solutions related to today's issues and tomorrow's opportunity by leveraging innovative ideas to advance the institution.

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

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

enhancement, and license/certifications through noncredit courses and programs.

As the impact of cuts from federal sequestration continues, many business organizations reduced training and developmental dollars. The number of business organizations providing training and service and enrollments in government certification/licensure has decreased to 35 and 6,516, respectively (Indicators 31, 32). Enrollments in contract training courses also declined to 4,078 (Indicator 33). Contract training clients include two military bases, as well as federal government and military workers and contractors. In spite of the decline in training and services, the majority of business organizations remain very satisfied with quality of contract training provided (Indicator 34).

CSM continues to focus efforts on preparing students for the workforce in high demand career areas. Enrollments in continuing education workforce development courses continue to be near the level of the mean of its peer institutions at 8,351 (Indicator 30). CSM provides continuing education offerings for areas that address the need for truck drivers, heating/ventilation and air conditioning mechanics, carpenters, welders, health care careers, cybersecurity and information technology, and many other professions necessary to a growing populace. For example, in response to the construction and local energy sectors, last year the College opened a new 30,000 square foot Center for Trades and Energy Training (CTET) that provides residents direct access to specialized trainings in career fields that have substantial earnings and growth potential.

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

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

College of Southern Maryland Specific Commission Assessment: *The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.*

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more underlined targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

About two-thirds of students who attend CSM work part time and slightly more than two-thirds attend college part time (spring 2018 was 69.4% part time enrolled); in addition, all three counties we serve rate more than a third of households (35% on average) as ALICE (Asset Limited, Income Constrained, Employed). Surprisingly, CSM's Pell participation is low, as is the college-going rate of students coming out of high school. One strategy that CSM is pursuing in conjunction with our school districts is to have high school seniors complete the FAFSA at the same time they are doing mandatory college applications to CSM.

Given that CSM has a retention rate that has barely budged above the 51% it has been for the last few years, a group of faculty built a First-Year Seminar class, and worked with the Student Services Division for wrap around First-Year Experience extra-curricular programming. FYS 1010 was built into every AA and most AS degrees at the college and was first offered as a requirement in Fall 2017. The good news is that the fall 2017-fall 2018 retention for students enrolled in FYS 1010 was 64.3%, higher than the average of 51.9% of all students, and higher than the 56.2% of first-time, full-time students retained in the same period. More significantly, the retention rate of African-American students who enrolled in the FYS courses were retained at a 61.2% rate, much higher than those African-American students who were not enrolled in FYS 101 who were retained at only a 47.5% level.

Faculty who teach these courses are trained in culturally-inclusive teaching methods, and there is a fairly lengthy module in the course that deals with unconscious bias and diversity awareness.

Getting students through a developmental sequence and into credit bearing classes means students will persist and graduate at higher rates. Nationally, minority students are over-represented in developmental classes, and while the data are not immediately available, this is undoubtedly true of CSM. Curricular changes to developmental courses at CSM have benefitted all students: pass rates for all developmental students increased 8.1% from AY2016 to AY2019,

and increased for African-American students by 6.7% in that same four-year period.

CSM's overall retention rate is up 1.9% to 51.9% since 2013, and while African American retention numbers are still lower than overall, these retention rates have increased 4% in last 4 years.

In 2018, CSM was awarded an NSF S-STEM grant that is specifically targeted to recruiting and retaining underrepresented students into STEM programs (women, minorities and low income). In 2019, the College was awarded an NSF ATE grant that is specifically for building cyber capacity in our business program through professional development for faculty and for recruiting underrepresented populations into the cyber and business programs. Both of these grant opportunities will help the college with its equity goal of serving more accessible and equitable pathways for students into high wage, high demand careers.

In addition, CSM has been accepted into the most recent cohort of Achieving the Dream, a national organization that is focused specifically on understanding our students and helping them achieve their goals, all through an equity lens.

COMMUNITY OUTREACH AND IMPACT

The College of Southern Maryland communicates and serves the community in a variety of ways. The College has expanded personal enrichment offerings and new partnerships that enable delivery of a wide variety of special interest topics, such as culinary arts, performing arts, and history courses for adult learners. In each of the three counties, driver education training was adopted by CSM and is now being taught for the high schools. The Kids' and Teen College 2018 summer program offered more than 300 summer courses at the three campus locations for children ages 5-15, with more than 3,000 enrollments. CSM has continued to expand its offerings of home school and year-round kids' Saturday classes and conferences. Many of these target gifted and talented children in the areas of science, technology, engineering, and math.

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

The popular robotics team competition has gained national attention and attracts numerous community partners. During the CSM Robotics Competition, each team gives a technical presentation on their approach to the engineering challenge, their robot design and program, and their approach to its functionality. Robots are programmed to complete tasks both with driver-controlled play and a 20-second autonomous period. The Night of Engineering was an opportunity for students to receive information regarding CSM's Mechanical Engineering

partnership with the University of Maryland College Park and Naval Air Warfare Center Aircraft Division (NAWCAD). During the annual "Women + Math" conference, female pre-teen through College students receive hands-on insight into math and science fields by women who have excelled in their areas of expertise. Mentors include women who shared their formulas for success in such fields as pharmacy, cryptography, architecture, chemical engineering, mechanical engineering, and computer science.

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

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

The College has established a Diversity Institute to increase collaboration, bring diverse groups together working to develop support systems of inclusion, and provide service and leadership opportunities to help reduce conflict and build communities. The Diversity Institute addresses pressing social issues that are facing the region and models how a community can address diversity issues in a productive manner. The Diversity Institute also hosted the Unity in Our Community forum, "A Strategy to Grow," offering community members a unique opportunity to review and provide input on strategic plans drafted over the past several months by various organizations within Charles County.

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

CSM also serves as a cultural center for the area, through the Fine Arts Center, Tony Hungerford Memorial Art and Larry Chappelear Memorial Galleries, and the Walter Grove II Memorial Art

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

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

COLLEGE OF SOUTHERN MARYLAND
2019 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	62.5%	61.6%	63.3%	63.8%
B.	Credit students with developmental education needs	56.5%	63.6%	54.9%	49.0%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	33.2%	27.6%	24.3%	29.6%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	32	112	153	158

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	21.4%	20.1%	19.2%	18.2%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	42.2%	40.6%	40.2%	32.6%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	29.7%	28.5%	27.0%	27.8%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	61.5%	63.3%	61.3%	60.2%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	56.9%	55.9%	53.1%	48.9%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.0%	6.3%	7.1%	7.0%
	b. Black/African-American only	25.9%	25.5%	24.9%	26.7%
	c. American Indian or Alaskan native only	0.4%	0.4%	0.4%	0.5%
	d. Native Hawaiian or other Pacific Islander only	0.4%	0.5%	0.4%	0.3%
	e. Asian only	3.0%	3.3%	3.2%	3.5%
	f. White only	56.7%	56.3%	55.9%	53.7%
	g. Multiple races	5.5%	5.8%	6.2%	5.9%
	h. Foreign/Non-resident alien	0.4%	0.4%	0.5%	0.6%
	i. Unknown/Unreported	1.7%	1.5%	1.5%	1.8%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$17,816	$20,295	$18,879	$18,212
	b. Median income three years after graduation	$44,306	$44,272	$39,996	$45,297

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	25,169	24,651	23,244	21,238	**25,500**
	b. Credit students	11,708	11,307	10,810	10,265	**12,000**
	c. Continuing education students	14,246	14,104	13,114	11,563	**15,000**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	59.1%	59.8%	52.6%	53.8%	**60.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	71.6%	71.5%	69.9%	68.6%	**74.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	66.0%	65.4%	65.8%	63.6%	**67.0%**

4 ... Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	394	389	462	442	**425**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	19,577	19,463	19,075	17,785	**20,000**
	b. Continuing education	1,323	1,176	623	446	**1,000**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	50.1%	50.1%	49.8%	50.5%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	5,432	5,291	5,486	5,203	**5,600**
	b. Annual course enrollments	9,669	9,713	10,130	10,517	**10,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	65	336	494	459	**230**
	b. Annual course enrollments	67	607	870	734	**950**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	42.1%	42.6%	43.0%	45.0%	**42.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	30.6%	30.1%	30.0%	32.6%	**32.0%**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	35.7%	36.5%	37.6%	38.6%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	23.5%	23.5%	24.0%	25.4%	**23.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	28.4%	27.8%	28.4%	32.9%	**26.0%**

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	50.2%	51.2%	50.9%	52.3%	**52.0%**
	b. College-ready students	63.2%	61.5%	69.1%	65.3%	**63.0%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	47.4%	46.2%	44.2%	52.7%	**50.0%**
	b. Non-recipients	60.2%	60.6%	61.3%	63.9%	**Not Applicable**

COLLEGE OF SOUTHERN MARYLAND
2019 ACCOUNTABILITY REPORT

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	43.8%	42.4%	48.0%	46.3%	**50.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	75.9%	77.3%	85.3%	81.9%	**85.0%**
b. Developmental completers	69.9%	70.2%	77.0%	78.6%	**78.0%**
c. Developmental non-completers	34.4%	31.6%	34.1%	34.7%	**Not Applicable**
d. All students in cohort	66.9%	68.6%	69.6%	71.4%	**77.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	54.1%	54.7%	61.0%	59.5%	**66.0%**
b. Asian only	n < 50	78.8%	n < 50	n < 50	*
c. Hispanic/Latino	70.3%	72.6%	63.0%	71.3%	**75.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	55.7%	61.2%	75.3%	70.4%	**67.0%**
b. Developmental completers	43.4%	43.4%	54.4%	58.2%	**54.0%**
c. Developmental non-completers	24.2%	21.1%	22.7%	23.5%	**Not Applicable**
d. All students in cohort	46.5%	50.9%	53.8%	56.6%	**59.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	38.5%	40.0%	45.0%	45.1%	**49.0%**
b. Asian only	n < 50	59.6%	n < 50	n < 50	*
c. Hispanic/Latino	57.1%	51.6%	50.0%	54.5%	**62.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	321	301	303	287	**400**
b. Transfer degrees	872	822	969	975	**865**
c. Certificates	687	803	701	1088	**735**
d. Total awards	1,880	1,926	1,973	2,350	**2,000**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	2,154	2,050	2,114	2,163	**2,300**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	408	403	487	433	**515**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	95.7%	96.6%	97.9%	98.1%	**97.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

23	Non-returning student satisfaction with educational goal achievement	59.4%	61.3%	62.6%	61.2%	**64.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
24	Graduate satisfaction with preparation for transfer	75.0%	75.4%	81.6%	73.9%	**82.0%**
	Note: Response categories changed starting in 2008.					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a. Nursing License Exam (NCLEX) - RN	90.1%	85.2%	87.7%	89.3%	**90.0%**
	Number of Candidates	91	81	106	84	**Not Applicable**
	b.Nursing License Exam (NCLEX) - LPN	100.0%	100.0%	85.7%	n/a	**98.0%**
	Number of Candidates	6	10	7	0	**Not Applicable**

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	85.1%	85.1%	86.5%	**84.0%**
	b. Mean GPA after first year	Not Available	2.82	2.82	2.85	**2.80**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
27	Expenditures by function					
	a. Instruction	44.0%	42.4%	42.9%	42.4%	**47.0%**
	b. Academic support	9.0%	10.3%	9.3%	10.0%	**8.7%**
	c. Student services	9.7%	10.3%	10.2%	9.8%	**8.3%**
	d. Other	37.3%	37.0%	37.6%	37.9%	**36.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
28	Full-time employed career program graduates working in a related field	80.0%	87.5%	77.1%	80.2%	**83.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
29	Graduate satisfaction with job preparation	77.3%	96.4%	81.1%	79.4%	**83.0%**
	Note: Response categories changed starting in 2008.					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	8,961	8,969	7,530	6,139	**10,000**
	b. Annual course enrollments	12,863	12,727	10,276	8,351	**13,500**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	6,041	5,666	5,422	5,124	**6,200**
	b. Annual course enrollments	7,868	7,195	6,878	6,516	**7,900**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
32	Number of business organizations provided training and services under contract	62	61	45	35	**80**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,116	4,692	3,899	2,711	**4,500**
	b. Annual course enrollments	6,550	7,476	6,065	4,078	**6,500**

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**

| 34 | Employer satisfaction with contract training | 100.0% | 100.0% | 92.3% | 75.0% | **100.0%** |

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1974		711		585		678	
2	Number attempting fewer than 18 hours over first 2 years	556		113		42		401	
3	Cohort for analysis (Line 1 – Line 2)	1418	100.0%	598	100.0%	543	100.0%	277	100.0%
4	Earned Associate degree from this community college	438	30.9%	254	42.5%	184	33.9%	0	0.0%
5	Earned certificate, but no degree, from this community college	61	4.3%	32	5.4%	28	5.2%	1	0.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	499	35.2%	286	47.8%	212	39.0%	1	0.4%
7	Transferred to Maryland two-year/technical college	35	2.5%	15	2.5%	9	1.7%	11	4.0%
8	Transferred to Maryland public four-year college	431	30.4%	237	39.6%	169	31.1%	25	9.0%
9	Transferred to Maryland private four-year college or university	12	0.8%	6	1.0%	6	1.1%	0	0.0%
10	Transferred to out-of-state two-year/technical college	23	1.6%	13	2.2%	7	1.3%	3	1.1%
11	Transferred to out-of-state four-year college or university	153	10.8%	75	12.5%	53	9.8%	25	9.0%
12	Total transfers (sum of Lines 7 - 11)	654	46.1%	346	57.9%	244	44.9%	64	23.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	351	24.8%	211	35.3%	140	25.8%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	802	56.6%	421	70.4%	316	58.2%	65	23.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	153	10.8%	55	9.2%	76	14.0%	22	7.9%
16	Successful transition to higher ed (Line 14 + Line 15)	955	67.3%	476	79.6%	392	72.2%	87	31.4%
17	Enrolled at this community college last term of study period	58	4.1%	14	2.3%	35	6.4%	9	3.2%
18	Successful or persisting (Line 16 + Line 17)	1013	71.4%	490	81.9%	427	78.6%	96	34.7%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	580		60		127		1028	
2	Number attempting fewer than 18 hours over first 2 years	212		11		26		249	
3	Cohort for analysis (Line 1 – Line 2)	368	100.0%	49	100.0%	101	100.0%	779	100.0%
4	Earned Associate degree from this community college	71	19.3%			26	25.7%	285	36.6%
5	Earned certificate, but no degree, from this community college	10	2.7%			4	4.0%	40	5.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	81	22.0%			30	29.7%	325	41.7%
7	Transferred to Maryland two-year/technical college	13	3.5%			4	4.0%	13	1.7%
8	Transferred to Maryland public four-year college	94	25.5%			27	26.7%	253	32.5%
9	Transferred to Maryland private four-year college or university	2	0.5%			0	0.0%	8	1.0%
10	Transferred to out-of-state two-year/technical college	8	2.2%			3	3.0%	9	1.2%
11	Transferred to out-of-state four-year college or university	33	9.0%			9	8.9%	96	12.3%
12	Total transfers (sum of Lines 7 - 11)	150	40.8%			43	42.6%	379	48.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	65	17.7%			18	17.8%	227	29.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	166	45.1%			55	54.5%	477	61.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	32	8.7%			14	13.9%	89	11.4%
16	Successful transition to higher ed (Line 14 + Line 15)	198	53.8%			69	68.3%	566	72.7%
17	Enrolled at this community college last term of study period	21	5.7%			3	3.0%	28	3.6%
18	Successful or persisting (Line 16 + Line 17)	219	59.5%			72	71.3%	594	76.3%

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	71.2%	71.5%	72.4%	73.3%
B.	Credit students with developmental education needs	76.0%	73.9%	63.2%	66.6%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	31.0%	33.7%	28.5%	35.7%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,709	2,797	2,910	2,612

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	38.1%	34.9%	33.6%	33.1%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	48.7%	46.2%	45.6%	45.1%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	41.0%	40.7%	40.3%	40.6%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	87.0%	87.4%	87.5%	86.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	57.0%	52.0%	53.3%	47.6%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.6%	4.9%	5.3%	5.4%
	b. Black/African-American only	38.5%	38.0%	37.0%	37.6%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.3%	0.2%
	e. Asian only	5.7%	6.1%	6.2%	6.4%
	f. White only	42.2%	41.6%	40.9%	39.6%
	g. Multiple races	3.6%	3.4%	3.8%	3.7%
	h. Foreign/Non-resident alien	4.3%	4.8%	5.3%	5.8%
	i. Unknown/Unreported	0.5%	0.7%	0.9%	0.9%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$24,896	$23,334	$26,963	$22,643
	b. Median income three years after graduation	$48,533	$53,105	$53,470	$54,334

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	63,324	61,971	61,191	60,756	**63,000**
	b. Credit students	32,119	30,387	29,115	27,792	**32,000**
	c. Continuing education students	32,629	32,692	33,247	34,456	**33,000**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	37.7%	36.3%	32.2%	31.8%	**43.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	68.9%	69.1%	67.5%	66.2%	**73.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	52.5%	53.2%	49.6%	48.3%	**55.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	1,144	1,428	1,431	1,697	1,200

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	19,618	20,138	21,639	22,489	20,000
	b. Continuing education	2,145	2,154	2,599	2,284	2,300

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	48.1%	49.0%	49.7%	51.7%	<50%
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	11,008	10,567	10,820	10,639	11,500
	b. Annual course enrollments	19,098	18,256	18,853	17,809	19,500

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	4,796	4,688	4,746	4,790	5,000
	b. Annual course enrollments	8,562	8,560	8,322	8,409	8,600

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	55.6%	56.0%	56.4%	57.6%	58.0%

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	40.5%	40.1%	41.5%	43.0%	42.0%

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	38.0%	38.8%	39.7%	40.3%	Not Applicable

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	26.5%	26.2%	26.2%	26.7%	28.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	30.8%	29.8%	32.5%	32.1%	34.0%

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	47.3%	47.2%	41.9%	44.1%	55.0%
	b. College-ready students	46.0%	46.3%	46.5%	40.3%	50.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	45.1%	49.3%	46.9%	41.8%	53.0%
	b. Non-recipients	55.2%	44.3%	40.6%	43.5%	Not Applicable

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	36.0%	40.8%	39.9%	41.4%	**45.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	75.8%	79.1%	76.5%	71.4%	**80.0%**
b. Developmental completers	84.3%	81.5%	80.2%	82.3%	**84.0%**
c. Developmental non-completers	36.2%	36.0%	32.9%	32.9%	**Not Applicable**
d. All students in cohort	63.3%	63.4%	62.4%	63.6%	**71.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	53.2%	55.6%	53.7%	57.2%	**55.0%**
b. Asian only	71.3%	75.8%	73.9%	73.1%	**77.0%**
c. Hispanic/Latino	60.1%	73.9%	63.8%	55.8%	**65.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	57.0%	57.0%	57.1%	56.5%	**60.0%**
b. Developmental completers	50.1%	49.4%	49.9%	50.3%	**55.0%**
c. Developmental non-completers	23.5%	24.1%	21.1%	22.3%	**Not Applicable**
d. All students in cohort	40.5%	40.7%	40.8%	42.0%	**47.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	33.4%	35.5%	33.5%	38.4%	**38.0%**
b. Asian only	42.5%	50.0%	47.7%	45.3%	**50.0%**
c. Hispanic/Latino	42.8%	42.5%	36.2%	36.6%	**46.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	941	946	894	884	**1,000**
b. Transfer degrees	1,259	1,228	1,239	1,247	**1,300**
c. Certificates	1,028	647	625	592	**700**
d. Total awards	3,228	2,821	2,758	2,723	**3,000**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	8,544	8,047	7,396	7,193	**9,990**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	816	850	807	862	**875**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	96.2%	98.0%	96.5%	97.5%	**97.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	65.0%	65.0%	65.8%	70.8%	**70.0%**

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Dental Hygiene*					
National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	**Not Applicable**
Number of Candidates	25	38	32	37	
Northeast Regional Board Exam	100.0%	100.0%	100.0%	100.0%	**Not Applicable**
Number of Candidates	25	38	32	37	
Both NDHE and NRBE Exam	100.0%	100.0%	100.0%	100.0%	**95.0%**
Number of Candidates	25	38	32	37	
b. Emergency Medical Tech - EMT-Basic	56.0%	76.5%	76.7%	66.1%	**90.0%**
Number of Candidates	59	51	30	56	
c. Emergency Medical Tech - EMT -Paramedic	80.0%	82.4%	85.7%	88.9%	**90.0%**
Number of Candidates	10	17	7	18	
d. Massage Therapy	100.0%	100.0%	100.0%	100.0%	**95.0%**
Number of Candidates	11	16	9	8	
e. Medical Laboratory (first class 2010)	95.0%	100.0%	100.0%	76.9%	**90.0%**
Number of Candidates	20	14	13	13	
f. Mortuary Science*					
Science Exam	100.0%	100.0%	100.0%	75.0%	**Not Applicable**
Number of Candidates	16	16	22	20	
Arts Exam	100.0%	94.4%	100.0%	90.0%	**Not Applicable**
Number of Candidates	14	18	22	20	
Both Science & Arts Exam	100.0%	93.8%	100.0%	75.0%	**95.0%**
Number of Candidates	14	16	22	20	
g. Nursing - Practical	100.0%	93.8%	100.0%	97.1%	**95.0%**
Number of Candidates	30	32	25	34	
h. Nursing (RN)	86.0%	80.8%	88.9%	89.7%	**90.0%**
Number of Candidates	258	250	235	194	
i. Occupational Therapy Assistant	81.0%	100.0%	85.3%	86.7%	**90.0%**
Number of Candidates	27	27	34	30	
j. Physician Assistant	100.0%	90.0%	95.1%	95.3%	**95.0%**
Number of Candidates	36	30	41	43	
k. Radiological Technology (Radiography)	96.0%	92.3%	88.9%	94.4%	**95.0%**
Number of Candidates	28	26	18	18	
l. Radiation Therapy Technician	91.0%	86.7%	100.0%	83.3%	**90.0%**
Number of Candidates	11	15	9	12	
m. Respiratory Care Therapist	88.0%	100.0%	93.8%	93.8%	**90.0%**
Number of Candidates	16	9	16	16	
n. Veterinary Technology	67.0%	50.0%	82.6%	84.2%	**90.0%**
Number of Candidates	18	16	23	19	

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

	AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	83.3%	84.5%	81.7%	**83.0%**
b. Mean GPA after first year	Not Available	2.74	2.79	2.78	**2.75**
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	51.5%	52.0%	52.3%	52.9%	**52.0%**
b. Academic support	7.7%	8.0%	7.4%	7.4%	**8.0%**
c. Student services	9.6%	10.0%	10.9%	10.6%	**10.0%**
d. Other	31.2%	30.0%	29.3%	29.1%	**30.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	76.0%	89.0%	87.2%	86.6%	**85.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	82.0%	79.0%	80.9%	83.0%	**85.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	17,915	15,548	15,971	17,665	**19,000**
	b. Annual course enrollments	38,118	38,522	36,937	37,189	**39,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	5,966	6,152	5,789	6,390	**6,000**
	b. Annual course enrollments	11,756	13,281	12,360	13,405	**12,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	147	129	126	114	**150**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	21,781	21,724	22,158	24,239	**22,000**
	b. Annual course enrollments	49,339	49,247	46,571	48,187	**50,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	94.0%	97.0%	98.0%	99.0%	**98.0%**

Community College of Baltimore County
2019 Institutional Performance Accountability Report

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

INSTITUTIONAL ASSESSMENT

The 2019 Performance Accountability Report (PAR) is the fourth report of a five-year reporting cycle. This performance accountability report includes 43 indicators, some with multiple parts, addressing the three state goals included in the "2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt" and includes content as prescribed in the *Guidelines for the 2019 Performance Accountability Report* issued by MHEC in May, 2019.

This narrative begins by introducing the reader to CCBC's students and provides characteristics helpful to understand the CCBC student population. The contextual information is not benchmarked (Ind. A to I). Through the narrative, CCBC addresses each indicator and discusses progress toward the established benchmarks that were established in 2015, which are to be met by 2020. The discussion is framed under the State Goals: Access, Success and Innovation. A discussion of CCBC's progress on metrics from the 2018 Performance Accountability Report, and a discussion of Community Outreach and Impact and College Cost Containment conclude the report.

CCBC, like most community colleges, experienced dramatic changes in enrollment in the last ten years. After the Great Recession hit in 2008-09, credit enrollment increased from 20,673 credit students in Fall 2008 to 26,425 in Fall 2010, a 28% increase. As the economy, and particularly the employment rate, has improved, credit enrollment has declined. By Fall 2018, enrollment was 19,034, 1,639 fewer students than before the recession.

We believe these enrollment changes are not just affecting headcount. As enrollment increased during the recession many students who had difficulty finding jobs decided to enroll at CCBC. Consequently, more students who were less prepared enrolled in college. The percentage of entering students with a developmental need was 81.0% in Fall 2010. As enrollment has declined, the percentage of students with a developmental need also declined. For Fall 2018 the percentage of entering students with a developmental need was 66.6%. Both the absolute decline and the trends in developmental need are reflected in the Performance Accountability Report data.

Student Characteristics
CCBC provides educational services to a diverse student body. Understanding the unique characteristics of CCBC's student body is paramount to the college mission. The awareness of our students' needs aids CCBC in working towards its benchmark goals and successfully reaching them by fiscal year 2020.

The majority of CCBC's student population attend part time (Ind. A). There has been an increase in the percent of part-time students in each of the last four fall terms, with the highest percent of part-time students attending in Fall 2018 (73.3%). As past research has shown, students attending part time are at greater risk for not persisting to completion. Approximately 67 percent (66.6%) of first-time students required at least one developmental education course in Fall 2018 (Ind. B). This represents a 3.4 percentage point increase from the previous year but 10 percentage points lower than 2015. CCBC requires students to take developmental courses in Math or academic literacy (English and reading) if they score below a certain level on the placement tests. Students that are required to take developmental courses may need additional time to complete their degree program because academic/college credits are not earned for developmental course completion, although students must successfully pass developmental courses. CCBC offers integrated, accelerated developmental options for English and reading with class placement based on a student's ACCUPLACER placement results. Students who place into the upper level academic literacy courses have the option of concurrently enrolling in English 101. This is part of CCBC's nationally acclaimed Accelerated Learning Program (ALP). An Accelerated Math Program (AMP) is offered that combines the lower level developmental Math and upper level intermediate Math with college algebra. The ALP and AMP programs allow students with developmental needs to advance faster into credit course work. All students who place in developmental courses work closely with an academic advisor. CCBC's Developmental Education program is nationally certified by the National Association of Developmental Education at the Distinguished Level.

Nearly thirty-six percent (35.7%) of CCBC students are first-generation students (neither parent has attended college) (Ind. C). CCBC offers several programs that first-generation students may be eligible to participate in while pursuing a degree at CCBC. Project SPARK offered at CCBC Catonsville and Project START offered at CCBC Essex are federally funded, full service student support programs that offer academic advising, transfer counseling, tutoring and other resources to students accepted into the programs. Upward Bound offered at CCBC Catonsville and CCBC Dundalk serves as an intensive enrichment program designed to enhance the academic and personal growth of low-income and potential first-generation college students prior to the students' completion of high school.

The number of students enrolled in English for Speakers of Other Languages (ESOL) courses decreased from Fiscal Year 2017 to Fiscal Year 2018 (Ind. D). In FY2018, 2,612 students enrolled in credit and non-credit ESOL courses. The academic ESOL program opens doors to opportunities such as improved language skills, associates' degrees, professional certificates, transfer opportunities and career advancement. CCBC employs innovative teaching techniques and models to help ESOL students reach their goals through theme-based instruction, accelerated learning programs, learning communities, online blended courses and educational technology. CCBC also offers a federally funded Continuing Education community-based ESOL program for beginning students and learners not interested in pursuing academic classes.

The percent of students receiving Pell Grants decreased less than one percentage point from FY2017 (Ind. Ea.). Pell awards are federal grants to low-income undergraduates (students who have not yet have earned a bachelor's degree). Those students who received Pell Grants do not have to repay the money. Awards can range from $650 to $6,095 per year and are dependent on

the student's course load and family income. Most recipients have family incomes below $40,000. The percent of students receiving loans, scholarships and/or need-based financial aid also decreased less than one percentage point from FY17 (Ind. Eb).

In Fall 2018, 40.6% of credit students were 25 years old or older, compared to 86.7% of Continuing Education program students (Ind. F). At CCBC as well as other community colleges in Maryland and nationwide, it is common for students taking Continuing Education courses to be older than students enrolled in credit programs and courses. A little less than half (47.6%) of credit students are employed more than 20 hours per week (Ind. G). The racial and ethnic distribution of the student population continues to show increases in the percentage of students of color and Foreign/Non-resident students, while the percentage of white students decreased in Fall 2018. The number of foreign students has increased by 1.5 percentage points since Fall 2015 (Ind. H). In absolute numbers all racial/ethnic groups declined except Asian (+10) and Foreign/Non-Resident (+65). CCBC students who persist and graduate, despite facing challenges such as financial hardships, part-time attendance, and language barriers, experience the benefit of increased income. Occupational program graduates increased their income more than 139% three years after graduation when compared to one year prior to graduation (Ind. I)

State Plan Goal 1: Access

CCBC has experienced a decline in student enrollments over the past several fiscal years. However, between 2017 and 2018 the decline slowed. From FY2016 to FY2017, CCBC experienced a decline in student enrollments of -1.3%. The decline from FY2017 to FY2018 was 0.7% (Ind.1a). Credit enrollment decreased -4.5% in FY18 and has declined in each of the last four years (Ind.1b). Continuing Education enrollment increased by 3.6% in FY18 and has increased in each of the last four years. Continuing Education enrollment was 34,456 in Fiscal Year 2018, exceeding the benchmark of 33,000 (Ind. 1c). Community college enrollments are known to be counter-cyclical to the economy. As the local and national economy continues to improve, CCBC's credit enrollment has declined, mirroring national and state trends.

CCBC's market share of first-time, full-time freshman declined -0.4% to 31.8% (Ind.2). The decrease in first-time, full-time freshman attending CCBC may be attributed to an improving job market as well as increased competition with four year colleges. CCBC's market share of part-time undergraduates also decreased in Fall 2018 by 1.3 percentage points (Ind. 3). Our market share of recent college-bound high school graduates has decreased 1.3 percentage points to 48.3% (Ind. 4). The decrease of recent college-bound high school graduates may be attributed to statewide trends of declining enrollment at community colleges. CCBC is committed to our mission to provide an accessible, affordable and high-quality education. CCBC is working to increase the number of recent college-bound high school graduates who attend through the Baltimore County College Promise program and Maryland's College Promise Program (beginning in Fall 2019).

CCBC continues to have great success enrolling concurrent high school students (Ind. 5). CCBC works closely with Baltimore County Public Schools to provide multiple opportunities for students to earn college credit while still in high school. CCBC has several contracts with BCPS schools and local private schools where CCBC courses are taught onsite. In Fall 2018, CCBC's

second cohort of students enrolled in the Early College High School program at Woodlawn High School. Students enrolled in this program will earn their high school diploma and an associate's degree in General Studies simultaneously. In Fall 2018 a P-Tech partnership between CCBC and Dundalk High School began. This program involves industry partners and will enroll 60 high school freshman annually to complete both the high school curriculum and earn an Associate degree in Engineering Technology in four to six years. Currently, CCBC is exceeding the benchmark of 1,200 concurrent high school students by 497 students.

Enrollment in credit courses taught online increased by 3.9% in Fall 2018. The Fall 2018 online enrollment of 22,489 exceeds the benchmark of 20,000. Credit online enrollment has grown from 14% in FY15 to 20% of all enrollments in FY18 (Ind. 6a). The enrollment in Continuing Education online courses decreased by 12 percent in Fall 2018 (Ind. 6b). CCBC offers more than 60 online degree and certificate options and anticipates continued growth in the near future.

CCBC tuition and fees, as a percent of Maryland public four-year institution tuition and fees, increased from 49.7% to 51.7% (Ind.7). We are currently above our benchmark of less than 50% of the average tuition and fees at a Maryland four-year public institution. CCBC is committed to providing an affordable and high-quality education for our students. Efforts to increase local support have resulted in modest budget increases to help stave off some potential tuition increases. Additionally, Baltimore County's Promise Program is evidence of the County's commitment to ensure hardworking students have the opportunity to attend college debt-free.

Continuing Education enrollment in community service and lifelong learning decreased in FY18. The unduplicated headcount decreased 1.7% (Ind. 8a). Annual course enrollments decreased 5.5% (Ind. 8b). Enrollment in basic skills and literacy courses increased 0.9% in headcount and 1.0% in course enrollments. CCBC is close to meeting the benchmarks for headcount and course enrollments in basic skills and literacy courses (Ind. 9). CCBC is committed to broad, diverse course offerings in our Continuing Education programs.

CCBC remains committed to providing educational and workforce opportunities to a diverse group of students. The percent of non-white credit enrollment increased 1.2% in Fall of 2018 and the percent of non-white Continuing Education enrollment increased by 1.5 percentage points (Ind. 10a,b). CCBC is meeting the benchmark for indicator 10a and is exceeding the benchmark for indicator 10b. The percent of the service area population that is 18 years or older and non-white increased by 0.6 percentage points to 40.3% in 2018 (Ind.10c). We expect to continue to meet and/or exceed our benchmarks as the county demographic profile continues to become more diverse.

CCBC has remained relatively unchanged since Fall 2015 in the percentage of full-time minority faculty members (Ind. 11). CCBC has focused on increasing the number of full-time administrative and professional staff identifying as minority which shows in very slight -0.4 percentage point decrease from Fall 2017 (Ind. 12). Our Fall 2020 benchmarks, for both faculty and administrative/professional staff, are aggressive, given the current environment of shrinking enrollments and few new hires. One of CCBC's priorities is rightsizing our organization against FY 2009 enrollment statistics.

State Plan Goal 2: Success

The retention of Developmental students increased by 2.2 percentage points from the previous cohort and Developmental completers increased by 1.5% from the Fall 2013 cohort (Ind. 13a & Ind. 15). The college is moving towards meeting the benchmark goals set for indicator 13a and indicator 15. CCBC has implemented two accelerated programs (ALP for English and Reading and AMP for Math) for Developmental Education that aim to increase the retention of developmental students. The Developmental Education program at CCBC is nationally certified by the National Association of Developmental Education at the distinguished level. Colleges throughout the nation have adopted the ALP model after the documented success of students enrolled in the ALP program at CCBC. Fall-to-fall retention for college-ready students had been increasing slightly since the Fall 2014 cohort; however, the Fall 2017 cohort experienced a decrease of -6.2% (Ind. 13b). CCBC has initiated ways to increase the retention of all students, developmental and college-ready.

Fall-to-fall retention for students with a Pell Grant decreased 5.1 percentage points from the Fall 2016 cohort (Ind. 14a). Fall-to-fall retention for non-recipients of a Pell Grant increased in the Fall 2017 cohort from 40.6% to 43.5% (Ind. 14b).

The percentage of students successfully persisting after four years decreased for college-ready students from 76.5% to 71.4% (Ind. 16a). However, the successful persister rates for all students in the cohort increased 1.2 percentage points from the previous cohort (Ind.16.d). Successful persister rates for Developmental completers increased by 2.1% and Developmental non-completers remained flat in the Fall 2014 cohort (Ind. 16b, c). Under two-thirds 63.6%) were persisting after four years for the Fall 2014 cohort. This represents a 7.4% gap between the most recent performance and the benchmark (Indicator 16d). CCBC is committed to implementing measures to help students complete their educational goals successfully.

Our successful-persister rate for African-Americans for the Fall 2014 cohort increased by 3.5 percentage points over the Fall 2013 cohort and is now 57.2%, which exceeds the benchmark by 2.2 percentage points (Ind. 17a). The successful persister rate for Asians decreased slightly but continues to be higher than other groups at 73.1% (Ind.17b). Hispanic/Latino students experienced a significant decrease from 63.8% to 55.8% for the Fall 2014 cohort (Ind. 17c). For White students, the successful-persister rate is 71.1%, an increase of 1.4 percentage points from the Fall 2013 cohort.

The percentage of college-ready students who graduated and/or transferred is 56.5% for Fall 2014, putting CCBC within 3.5 percentage points of meeting its benchmark goal of 60%. (Ind. 18a). The number of Developmental completers graduating or transferring after four years increased by less than one percentage point (0.4%) from the 2013 cohort while developmental non-completers increased 1.2 percentage points from the previous cohort (Ind. 18b,c). The college is committed to assisting students on their path to graduation and/or transfer and has established goals and initiatives to help us achieve the benchmark of 47.0% (Ind. 18d). CCBC groups degree-seeking credit students into one of six Pathways based on major or main area of

interest. Students will receive assistance in course selection, as well as student success support and activities that are geared towards completion, transfer and career success.

The graduation-transfer rate for African-American students increased nearly five percentage points from 33.5% to 38.4% for the Fall 2014 cohort. CCBC now meets the benchmark for the graduation-transfer rate for African-American students (Ind. 19a). The rate for Asian students decreased from 47.7% to 45.3% for the Fall 2014 cohort, a decline of 2.4 percentage points from Fall 2013 (Ind. 19b). Hispanic/Latino students achieved a 36.6% graduation-transfer rate for the Fall 2014 cohort, a slight increase from the previous cohort (Ind. 19c). For White students the graduation-transfer rate is 47.1% which is a slight decrease from the previous cohort's rate of 48.0%. The volatility of graduation-transfer rates for Asian and Hispanic/Latino student may in part, be driven by the size of their respective cohorts; both cohorts have fewer than 120 students each. We continue to expand services to ensure completion and transfer for minority students, including student Orientation courses contextualized for minority students and Accelerated Developmental Pathways for English, Reading and Math.

In FY2018, CCBC granted 2,723 credit awards, a decrease of 35 awards from the 2,758 in FY2017 (Ind. 20d). Career degrees decreased by 10 from FY17 (Ind.20a). Transfer degrees increased slightly, within 53 transfer awards of meeting the benchmark (Ind. 20b). Overall, the number of associate degrees awarded in FY18 remains very close to FY17. CCBC issued 33 fewer certificates in FY18, a decline of 5.3% (Ind. 20c). CCBC is committed to increasing student completion through various initiatives, including the Pathways Program and Accelerated Developmental Programs in English, Reading and Math.

Similar to the decline in overall credit enrollment, the enrollment in Science, Technology, Engineering, and Mathematics courses (STEM) decreased from Fall 2017 to Fall 2018. Although, the number of students declined, the proportion enrolled in STEM courses remains 38% of all enrollments (Ind. 21a). The number of students completing an award in a STEM program increased to 862 awards in FY17 from 807 awards in FY18 (Ind.21b). CCBC is now almost at the benchmark of 875 awards. The proportion of awards in STEM continues to increase and now accounts for nearly one out of three credit awards (32%). In part, because of the emphasis Baltimore County Public Schools (BCPS) has placed on STEM education and the projected career opportunities, CCBC expects to increase the number of students enrolling in STEM programs. CCBC has comprehensive STEM initiatives involving job preparedness and career service strategies. CCBC also prepares students for transfer to STEM academic programs at 4-year institutions.

According to graduate follow-up surveys, CCBC graduates report high satisfaction with their educational achievements at the college (survey feedback ranges from 400 to 500 respondents). A 97.5 percent of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (Ind. 22). This is the second highest rate of satisfaction reported since 2005 and exceeds the benchmark. CCBC will continue to create an environment where students thrive within their programs and are satisfied with the education and services they receive while attending the college. On the Non-Returning Student Survey, approximately seven out of ten students (70.8%) reported that they were completely or partly satisfied that their educational goal was reached (Ind. 23). This increase of 5.0% from the Spring 2015 survey

indicates that CCBC now exceeds the benchmark. This survey is administered every other year to students enrolled in the Spring term who had not achieved a formal award nor enrolled in the subsequent Fall term.

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

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the 14 programs require graduates to take and pass two separate exams to obtain licensure or certification. Program completers continue to perform well on the external testing as evident in Indicator 25. Two programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2018 (Ind. 25a,d). Six of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2018 (Ind. 25a,d,g,j,k,m). Nine programs reported either an increase or no change in their pass rate from FY2017 to FY2018 (Ind. 25a,c,d,h,i,j,k,m,n). Six of the 14 programs meet or exceed the set benchmarks and two programs are very close to meeting the benchmark. Licensure pass rates for these 14 programs was set at either 90% or 95% based on respective national examination scores and institutional trends for pass rates. Four programs saw a significant decrease in their first time pass rates in FY18 (Ind. 25b,e,f,l). Success for CCBC EMT – Basic graduates are slightly below the national average at 69% for first time test takers. EMT Programs across the state have struggled since they changed to National Registry testing. CCBC's program has implemented some changes to help students increase their pass rates. For example, CCBC's instructors use the EMT Readiness Exam as a pass/fail at the end of the program to ensure that students are ready to take the National Registry exam. Pass rates have already increased significantly for FY2019.

For AY2017-2018, 81.7% of students earned a 2.0 or higher GPA a year after transfer which is close to meeting the benchmark set at 83.0%; the mean GPA of 2.78 exceeds the benchmark of 2.75 (Ind. 26a,b). These indicators are measures the college monitors closely because they reflect student transfer readiness.

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

State Plan Goal 3: Innovation

A strong 86.6% of students who graduated from CCBC in a career program are employed full time in a related field (Ind. 28). CCBC continues to be involved in assisting graduates with job placement within their field after completing their educational goal at the college. CCBC is exceeding the benchmark for Indicator 28. Eighty-three percent of CCBC graduates are satisfied with the job preparation they received while enrolled at the college (Ind. 29). CCBC will

continue to prepare students for careers related to their field of study and will work towards meeting the benchmark for Indicator 29.

Headcount in workforce development courses increased by 10.6% in Fall 2018 and enrollments increased by less than one percent (Ind. 30a,b). CCBC offers a variety of Workforce Training Certificate programs that allow students to develop the knowledge and competencies that lead to job entry, industry credentials and career advancement. CCBC will continue to promote these workforce development courses and programs while moving towards the benchmark goal set for FY2020. Headcount and course registrations increased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 31a,b). CCBC exceeds the headcount benchmark by 601 students and exceeds the enrollment benchmark by 1,045 registrations.

The number of businesses entering into contracts with the college to provide training and services to their employees declined by twelve businesses in FY2018 (Ind. 32). The headcount of students enrolled increased in FY2018 and CCBC is exceeding the benchmark of 22,000 by 2,239 students. The annual course enrollments in contract training increased over the prior year and is moving closer to meeting the benchmark (Ind. 33 a,b). Employers participating in contract training reported high levels of satisfaction with services provided by the college over the past four years (Ind. 34). Employer satisfaction declined from a high of 99% in FY14 to 94% in FY2015; however, satisfaction levels returned to 99% in FY2018, exceeding the benchmark of 98.0%. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

Issues Raised by MHEC Review of CCBC's 2018 Report

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

CCBC regularly disaggregates college data to detect differences in achievement and to better understand student needs. For more than a decade, gaps in college success and completion have been evident between racial groups and for students entering college requiring developmental course work.

Since 2005, the Degree Progress Analysis, which is part of the MHEC Performance Accountability Report, has provided CCBC with a method to closely examine the progress of its students. The model disaggregates data by racial groups and incorporates levels of college readiness (college-ready at entry; students requiring developmental preparation before enrolling in college level courses) while examining completion and transfer success. Outcomes are reported at the end of a four year period.

The Degree Progress model has drawn attention to the gap between African American and White students. The Fall 2014 cohort showed a gap of 13.9 percentage points for successful-persister rates and a gap of 8.7 percentage points for graduation-transfer rates. One of the main factors contributing to the achievement gap is the economic and demographic profile of Baltimore County. These profiles show that African-American students are likely to come from poverty-level incomes, affecting their ability to take a full load of courses due to financial stress. Many of these students work while attending college, limiting coursework to one or two each year. CCBC has several initiatives in place to help these students and to bridge the achievement gap between African American students and their peers.

In Fall 2016 CCBC launched its High Impact Practices Infusion Project to increase student engagement. High Impact Practices (HIPs) are instructional strategies aimed at promoting student achievement and have been documented and described by George H. Kuh and others. These practices are linked to improved student retention rates. Course level data collected at CCBC has revealed the infusion of a high impact practice has energized faculty, improved student effort, and increased collaboration among full-time and adjunct faculty. College-level data showed similar course pass rates between HIPs and non-HIPs infused courses, but gains in semester-to-semester persistence in HIPs compared to non-HIPs infused sections of courses. Disaggregated data of success by race in these classes (success criteria is earning an A, B, or C) showed success gaps. For example, in the Biology 110 course the overall success rate for the course was 50%, among white students the success rate was 56%, while among African American students it was 43% (13% gap). When Biology 110 students in high impact practices infused classes are compared that gap narrowed to 7% (white student success 52%, African American student success 45%). The disaggregated data on non-HIPs infused sections of the same course, showed even wider gaps of 27%, with 68% of white students being successful versus 41% of African American students. Because this early work with HIPs has been shown to narrow achievement gaps, CCBC plans to expand its HIPs project and will continue to closely monitor student success by race.

CCBC initiated its African American Male Student Success program more than six years ago. This initiative assigns a success mentor to students participating in the program. Success mentors support students by providing assistance with study skills, note-taking, test preparation, time management, organization and other pressures that may get in the way of academic success. Recently, CCBC received a grant supported by the Institute of Education Sciences to expand this

program. The grant, "Scalable Strategies to Support College Completion Network," seeks to strengthen CCBC's Academic Development-Male Student Success Initiative Program. This initiative aligns Academic Development 101 for Men of Color with CCBC's Male Student Success program. The new model seeks to learn about the supports needed to ensure students stay on track and progress towards their academic goals. CCBC is partnering with MDRC, an educational and social policy research organization, to conduct a research project that includes random assignment, an impact study, a cost study, and an implementation study. This collective effort will inform CCBC and higher education professionals on the effects of the ACDV-MSSI model on academic outcomes. At the end of the study, CCBC and MDRC will know the estimated effect of the ACDV-MSSI program model on academic outcomes, how effects vary by subgroups within the targeted populations, and the associated costs. These findings should help CCBC refine its institutional programmatic strategies for supporting male students of color and contribute important knowledge on increasing the success of males of color in college.

CCBC offers accelerated programs for students placed in Developmental Education courses. The Accelerated Learning Program (ALP) is designed to improve the number of students who pass the gateway English course through co-enrollment in ACLT 053 and ENGL 101. Students who participate in ALP enroll in designated sections of ENGL 101 and ACLT 053 and receive intensive instruction in critical thinking, reading and writing. The Accelerated Math Program (AMP) includes enrollment in two consecutive Math courses and combines the content in order for students to complete both courses within one semester. All of these programs are striving towards allowing CCBC students to complete their Developmental Education requirements more quickly allowing them to enter and earn credit for courses that count towards their degree in less time. These programs streamline the Developmental Education course sequence and our analysis has shown that more students are successfully reaching college level course work. Since African American students are more likely to place into Developmental courses, accelerated models have become a powerful instructional design ensuring more students persist and achieve success in college. The Acceleration Programs have improved outcomes for Developmental students and increased the likelihood of succeeding in entry level English and math courses. The college will continue to monitor and analyze longitudinal data to ensure initiatives are addressing achievement gaps.

CCBC also has initiated an Academic Pathways Program for incoming students to address completion and transfer success for all students. CCBC's Pathways initiative places students into one of six Pathways depending on their declared major or area of interest. Once students are placed in a Pathway, they receive assistance in course selection as well as student success supports and activities. These supports and activities are geared toward successful degree and certificate completion, transfer and career success. Pathways are designed to help students develop and meet their academic goals. Data is currently collected to assess the overall effectiveness of this initiative. Future plans include disaggregating outcomes by ethnicity.

CCBC is committed to recruiting and retaining a highly skilled and diverse faculty and staff. The college recognizes that a diverse workforce shows our students and community that CCBC is a diverse and welcoming environment. The composition of the faculty has not yet reached the college's diversity goal, but has improved in the last ten years. Since 2009, full time faculty of

color have increased by 9 percentage points, from 17.7% to 26.7% in 2018. In that time period, African-American/Black faculty teaching full time increased from 12.0% to 16.6%.

Community Outreach and Impact

CCBC places a strong emphasis on supporting and engaging with the communities it serves, as well as establishing partnerships within the greater Baltimore region. CCBC has a significant impact within each of the local communities it serves and within Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as the campus and extension center directors, promote CCBC's presence within Baltimore County and surrounding areas from their positions on local and regional boards, Chambers of Commerce, committees and associations.

Baltimore County citizens and citizens from the surrounding region benefit from the variety of events hosted on CCBC campuses and the college's participation in community events. Over the past year, CCBC has hosted a number of community events at all three main campuses and extension centers. The CCBC Catonsville Hilton Center was featured in the annual Maryland Home and Garden Pilgrimage tour, attracting over 300 community members to its open house. CCBC and the Maryland Humanities Organization brought history to life in the annual Chautauqua series, held each summer over a three night period, and attracting full house performances. Cockpit in Court Summer Theatre served the greater Baltimore area with professional-quality live theatre at family-friendly prices including performing 3 large-scale musicals, 2 comedies/dramas, and a high-energy children's musical. Many pre-school and elementary school students enjoyed free age-appropriate planetarium shows at the Catonsville campus's state of the art venue.

As a whole, CCBC is actively involved in giving back to the community. CCBC partnered with Hungry Harvest to end food waste and hunger and to provide food to individuals living in "Food Desert" areas. In 2018, 1,698 bags of fruits and vegetables that would otherwise be unsold were purchased by students, staff and the community on the three main campuses. Students benefitted with a discounted price for food purchases, and food supplement benefits were also accepted for payment. In addition, the main campuses participated in a food recovery effort, gathering unused food from major campus events and donating to local shelters throughout the county. Over 1,000 pounds of food were collected and distributed, which otherwise would have gone to waste.

CCBC has an excellent working relationship with various law enforcement agencies.
The Baltimore County Executive and local congressmen held Town Hall meetings as well as community Opioid Information nights at the three main campuses; all were well attended by the public. The new Baltimore County Police Chief was introduced to the public at the CCBC Dundalk campus, and was well received with a large audience.

Throughout the year, each campus hosted several fundraising events for a variety of non-profit organizations. The Office of Institutional Advancement and the CCBC Alumni Committee hosted their first 5K run and a Community Flea Market as scholarship fund raisers. CCBC Essex hosted a 5K race sponsored by the Baltimore County Department of Aging; CCBC Catonsville

was host to the annual American Cancer Society's Relay for Life and the Purple Stride 5K run to benefit research for pancreatic cancer. Over $1,000 was collected during a holiday fundraiser, where Catonsville campus employees donated dollars to support holiday excursions for residents of the Catonsville Children's Home.

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

CCBC offers many opportunities for prospective students through the Admissions office. Back to School Night and Orientation days are offered at CCBC locations for seniors that are planning to attend CCBC in the fall semester following high school graduation. Registration events are also offered for students entering the Early College Access Program, allowing them to take courses at CCBC while enrolled in high school.

CCBC leadership and staff actively participate in community events. Each summer, a group consisting of members of the leadership team, staff and their families participate in three local Fourth of July parades, promoting CCBC.

Throughout the year, CCBC is active in recognizing and honoring important days. Each campus offers special events for 9/11, Veteran's Day, Sustainability Day, Bring Your Child to Work Day and Earth Day. The CCBC Dundalk Sustainability Committee invited Lights Out Baltimore and EZ Green to be the featured vendors at an Earth Day event. Lights Out Baltimore outfits buildings with cords and decals to prevent birds from flying into closed windows. EZ Green assesses homes for energy efficiency and provides patrons with free energy efficient light bulbs and shower heads.

CCBC continues to welcome recreational, community, and high school sports teams to use the college's fields, courts and pools for practices, games, meets and tournaments. All CCBC campuses offer summer camps that provide children and youth with opportunities to participate in daily activities including arts and crafts, drama, dance, swimming, sports and a variety of other educational activities. These camps also help children from our local communities experience life on campus.

Cost Containment Effort

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

For FY2019, CCBC continued to search for new cost savings measures and efficiencies through careful consideration of past successes and the use of taskforces to examine various areas of

interest. During the development of the FY2019 budget, CCBC imbedded over $3.3M in savings within the budget. Three of the most effective cost containment initiatives are detailed below:

- In FY2018, the Auxiliary Redevelopment Task Force began intensive review of the Auxiliary Services operated at CCBC. Phase I involved the outsourcing of the bookstores to Barnes and Noble. During phase II in FY2019, the Task Force examined the Child Care Centers which, although heavily subsidized by CCBC, served only a small portion of CCBC employees and students. In order to provide expanded hours of operation, service to expanded age groups and drop in care as well as part time options with discounts and priority registration for CCBC faculty, students and staff, the Child Care Center operation was outsourced to Sanbridge Early Learning Center. This change resulted in a net savings of $197,064 for CCBC.
- Continued commitment to CCBC's position management plan which formalized the strategic initiative of "mothballing" full-time positions to allow for redeployment and reorganization with an estimated savings from the hiring delay. This initiative, the Strategic Alignment Target, continued to "mothball" 45 positions for a targeted savings of $2,312,416. In conjunction with the strategic alignment target, CCBC carefully manages vacant positions through implementation of a measured hiring plan. These initiatives enabled CCBC to save $2,505,701 above the County turnover target of $2,680,968.
- When the server supporting CCBC's cable television failed, the college began to evaluate whether operating a cable television station, with the escalating cost of doing so, was mission-centric. It was determined that the staff supporting the cable station could provide value in other areas of the college but the college-run cable TV station was discontinued. Even with the deployment of the remaining staff to other areas in CCBC, closing the TV station as of June 30, 2018 saved CCBC $142,867 for FY2019.

Purchasing Savings
- CCBC seeks cost savings in all facets of operations. Purchasing negotiated contracts to achieve cost savings of approximately $37,930 through rebates related to toner cartridge replacements ($13,400), office supply rebates and scholarships ($8,133) and procurement card rebates ($13,300).

Utility Consumption
- Participation in an energy demand program to reduce electricity consumption in response to abnormally high electricity demand or electricity price spikes. FY2019 savings totaled $53,912 with a total from the beginning of participation in this program of $355,116.
- Participation in BGE's Smart Energy Savers Program with the installation of energy saving initiatives. For FY2019, CCBC received $58,000 in rebates with a five year total of $470,817 for participation in the program.

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	4557		956		1490		2111	
2	Number attempting fewer than 18 hours over first 2 years	1852		460		195		1197	
3	Cohort for analysis (Line 1 – Line 2)	2705	100.0%	496	100.0%	1295	100.0%	914	100.0%
4	Earned Associate degree from this community college	478	17.7%	127	25.6%	351	27.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	32	1.2%	17	3.4%	7	0.5%	8	0.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	510	18.9%	144	29.0%	358	27.6%	8	0.9%
7	Transferred to Maryland two-year/technical college	156	5.8%	14	2.8%	49	3.8%	93	10.2%
8	Transferred to Maryland public four-year college	624	23.1%	188	37.9%	387	29.9%	49	5.4%
9	Transferred to Maryland private four-year college or university	31	1.1%	6	1.2%	22	1.7%	3	0.3%
10	Transferred to out-of-state two-year/technical college	40	1.5%	10	2.0%	17	1.3%	13	1.4%
11	Transferred to out-of-state four-year college or university	121	4.5%	19	3.8%	64	4.9%	38	4.2%
12	Total transfers (sum of Lines 7 - 11)	972	35.9%	237	47.8%	539	41.6%	196	21.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	346	12.8%	101	20.4%	245	18.9%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1136	42.0%	280	56.5%	652	50.3%	204	22.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	450	16.6%	56	11.3%	338	26.1%	56	6.1%
16	Successful transition to higher ed (Line 14 + Line 15)	1586	58.6%	336	67.7%	990	76.4%	260	28.4%
17	Enrolled at this communtiy college last term of study period	135	5.0%	18	3.6%	76	5.9%	41	4.5%
18	Successful or persisting (Line 16 + Line 17)	1721	63.6%	354	71.4%	1066	82.3%	301	32.9%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	2107		261		288		1634	
2	Number attempting fewer than 18 hours over first 2 years	981		60		116		599	
3	Cohort for analysis (Line 1 – Line 2)	1126	100.0%	201	100.0%	172	100.0%	1035	100.0%
4	Earned Associate degree from this community college	130	11.5%	33	16.4%	30	17.4%	254	24.5%
5	Earned certificate, but no degree, from this community college	6	0.5%	3	1.5%	1	0.6%	20	1.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	136	12.1%	36	17.9%	31	18.0%	274	26.5%
7	Transferred to Maryland two-year/technical college	94	8.3%	9	4.5%	7	4.1%	37	3.6%
8	Transferred to Maryland public four-year college	220	19.5%	61	30.3%	28	16.3%	284	27.4%
9	Transferred to Maryland private four-year college or university	9	0.8%	2	1.0%	3	1.7%	12	1.2%
10	Transferred to out-of-state two-year/technical college	19	1.7%	6	3.0%	3	1.7%	11	1.1%
11	Transferred to out-of-state four-year college or university	56	5.0%	2	1.0%	8	4.7%	49	4.7%
12	Total transfers (sum of Lines 7 - 11)	398	35.3%	80	39.8%	49	28.5%	393	38.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	102	9.1%	25	12.4%	17	9.9%	180	17.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	432	38.4%	91	45.3%	63	36.6%	487	47.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	150	13.3%	34	16.9%	24	14.0%	216	20.9%
16	Successful transition to higher ed (Line 14 + Line 15)	582	51.7%	125	62.2%	87	50.6%	703	67.9%
17	Enrolled at this community college last term of study period	62	5.5%	22	10.9%	9	5.2%	33	3.2%
18	Successful or persisting (Line 16 + Line 17)	644	57.2%	147	73.1%	96	55.8%	736	71.1%

2019 Performance Accountability Report
Frederick Community College (FCC)

MISSION

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

INSTITUTIONAL ASSESSMENT

The College has completed a significant reorganization in joining the Academic Affairs and Continuing Education and Workforce Development Teams. The new Academic Affairs, Continuing Education, and Workforce Development (AACEWD) Team consolidated credit and non-credit programs and offerings into one College team. This new model has prompted a substantial realignment of the Academic Master Plan (AMP), which is the guideline for instructional delivery at the College over the next five years.

The College continued to engage faculty in assessing student learning. As a result, faculty submitted roughly 15,000 assessment records to measure critical thinking and oral/written communication in FY 2019. The assessment data were used to identify strategies to improve student learning.

FCC continued assessing non-academic programs on the current five-year cycle (FY 2018- 2022). To date, two program areas (the Bookstore and Admissions) have completed their program area reviews. During the past year, four program areas have been making progress toward completing their reviews. These include Multicultural Student Services, Counseling and Advising, Veteran and Military Services (VMS), and Facilities Planning.

In an effort to streamline the transfer process between the College and four-year institutions, as emphasized in the MSP, FCC has made a concerted effort to target articulation agreements with the top transfer institutions. This effort resulted in 24 new articulation agreements with four-year universities in the state of Maryland: Frostburg State University (2), Hood College (1), Salisbury University (8), Stevenson University (8), University of Maryland, Baltimore County (3), and University of Maryland, College Park Shady Grove (2).

The College performance in relation to the goals outlined in the 2017-2021 MSP is summarized below. The data reported in this document is the latest evidence of progress toward the FY 2020 benchmarks approved by the FCC Board of Trustees (BOT). The following initiatives and programs fully support the goals and objectives of the MSP and the vision of "increasing student success with less debt."

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

FCC offers a welcoming environment to students with multiple identities and backgrounds. The Center for Student Engagement revamped the New Student and Parent Convocation to include an introduction to College life from a diversity and inclusion perspective. More than 500 students and 300 parents attended the convocation with a focus on diversity, equity, and inclusion.

Compliance to recent Title IX, Drug and Alcohol Awareness, and Suicide Prevention mandates were addressed, as well.

The Admissions Office collaborated with 20 county organizations and planned events for targeted populations delivered on- and off-campus to build connections between diverse and underrepresented communities and FCC.

The College developed the Parents Lead program in fall 2018. The program provides specialized curriculum and advising services to financially eligible parents in pursuit of an FCC degree. Eligible students receive a scholarship from the FCC Foundation to offset the cost of attendance, including childcare. Since its inception in spring 2018, the cohort has served a population made up of 100% student-parents, 96% women, and 56% students of color. The median reported household income of Parents Lead students has been $30,700. The program was designed to help student-parents overcome obstacles to goal completion.

The College advising system was restructured to provide a more equitable level of career and academic advising to all student populations throughout the student lifecycle. Under a guided pathways framework, virtual advising, group advising, and cohort-based advising is now available to better serve students who are exploring careers in general studies and health professions. Additionally, a Student Peer Advisors program was developed to assist students with general career resources.

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

- The combined unduplicated credit and continuing education headcount increased 5% (15,256 to 16,003) from FY 2015 to FY 2018, and exceeded the benchmark of 15,635 that was set for FY 2020.
- Credit enrollment increased 5% (8,497 to 8,896) from FY 2015 to FY 2018; however, was short of the 2020 benchmark of 9,126.
- The unduplicated headcount in continuing education increased 2% (6,948 to 7,107) from FY 2017 to FY 2018, and exceeded the 2020 benchmark (6,980) by 127 students. The market share of recent, college-bound high school graduates increased 2% overall from 55% in fall 2014 to 57% in fall 2017. However, this was a decline from its highest point (60%) in fall 2016 and the rate was lower than the benchmark (61%).
- Students concurrently enrolled in both college-level and high school courses increased 38% (844 to 1,165), or by 321 students from fall 2015 to fall 2018, and exceeded the benchmark of 870 students.
- Online credit enrollment increased 44% (6,308 to 9,076) from FY 2015 to FY 2018, and exceeded the benchmark of 9,032.
- Tuition and fees remained at 47% of the MD state public universities rates, supporting the affordability of attending FCC and meeting the benchmark. Tuition and fees for 30 credits at FCC was $4,456 in FY 2018. This calculates to be 47% of the average at the four-year public universities in Maryland, which was $9,462.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses increased 2% (2,877 to 2,937) between FY 2015 and FY 2018, and exceeded the benchmark (2,861). The duplicated headcount increased 8% for the same period and exceeded the benchmark by 199 students.

- The unduplicated headcount in continuing education basic skills and literacy courses increased 8% (1,468 to 1,586) from FY 2015 to FY 2018, and was short of the benchmark (1,891).
- The percent of nonwhite students enrolled in credit (36%) and continuing education (30%) courses was higher than the percent of the nonwhite population in Frederick County (24%).
- The percent of nonwhite students in credit courses was 36% in FY 2018 and reached the benchmark (36%).
- The percent of nonwhite students in continuing education courses was 30%, and was lower than the benchmark (36%).
- The percent of full-time, nonwhite faculty declined 1.5% between fall 2017 and fall 2018 to 17%, which was lower than the benchmark (21%).
- The percent of full-time nonwhite administrative and professional staff declined 3% between fall 2017 and fall 2018 to 18%, and was lower than the benchmark (21%).

The College continues to address the following indicators:

- A decline in the market share of first-time, full-time freshmen in fall 2018 (49%) compared to fall 2015 (54%), which dropped below the benchmark (53%).
- A decline in the market share of part-time undergraduates (73%) in fall 2018 compared to fall 2015 (76%), which was 3% lower than the benchmark (76%).
- Online continuing education enrollment declined 59% (1,121 to 456) from FY 2015 to FY 2018 and was lower than the benchmark (750). Changes in online course registrations were due to the variable nature of contracts that allowed for spikes in the numbers in FY 2015 and 2017. In addition, programmatic changes in courses decreased the number of classes offered in an online format, and the decline of registrations in Ed2Go, the vendor for online classes in CEWD.

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

FCC implemented guided pathways for degrees, certificates, continuing education, and workforce development to maximize student access, student support, and affordability. The following are initiatives helping students succeed:

- Developed a system based on a statewide model to guide students from orientation through their first semester, monitoring the progress of their degree plans. The College has a budget for faculty professional development and stipends to assess the effectiveness of this initiative.
- Implemented transfer pathways for all Arts and Sciences transfer programs. Transfer pathways map specific course recommendations to the transfer programs in Maryland. The pathways aid in ensuring that the maximum number of FCC credits transfer and simultaneously fulfill FCC requirements and the requirements at transfer institutions. FCC has been able to negotiate articulations that are more favorable, and revise curriculum based on collaboration with transfer institutions.
- Developed milestone advising for all Arts and Sciences and select career program majors to have completion milestones at 15/30/45 credits. Advisors and program managers contact students who have failed to meet these milestones and coach them to be on track.

- Offered new, specific orientations for General Studies and Pre-Health Professions programs, as well as a Career Boot Camp. While FCC provides an orientation program to new high school graduates, and maintains an active Career Services office, the College has not previously offered a formal program supporting student career research or targeted information about majors and careers to incoming students. The program, which is offered in collaboration with Career Services and AACEWD, received a Perkins Career Technology Education Reserve Grant to support marketing, printing, and career-focused field trips.

The College also developed a process and handbook for Prior Learning Assessment (PLA). PLA is the evaluation of college-level or experience-based learning that an individual has achieved outside of the traditional classroom environment that can be used to demonstrate college-level learning for academic credit awards. PLA is becoming more prevalent in higher education globally, and has been noted as having a positive influence on persistence, retention, and completion. FCC offers seven paths: Portfolio Assessment, Institutional Departmental Exam, Certificate and Licensure Evaluation, Credit by Examination, American Council on Education, National College Credit Recommendation Service, and Military Training and Service.

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

- The successful-persister rate for all students (77%) was below the benchmark (81%), however this rate among college-ready (87%) students met the benchmark of 87%. The developmental completers rate (81%) was lower than the benchmark (84%). For the developmental non-completers cohort, the pass rate was 30%, which has fluctuated across the past three cohorts (46%, 34%, and 32%).
- The successful-persister rate after four years for the 2014 cohort of Black/African-American students was 78%. This rate was higher than the benchmark of 71% and was nearly the same rate for the white student cohort (79%). The Hispanic student cohort successful- persister rate of 74% was higher than the 2013 cohort (67%), and is approaching the benchmark of 76%. The 2014 cohort of Asian students achieved a 69% successful- persister rate, which was lower than the benchmark of 81%.
- The graduation-transfer rate after four years for all students in the 2014 cohort was 65% and is approaching the benchmark (66%). The rate for college-ready students was 82% and exceeded the benchmark of 80%. The rate for developmental completers was 62% and exceeded the benchmark (60%). The pass rate among developmental non-completers, which is a cohort with only 26 students, was 30%, and has fluctuated across the past three cohorts (40%, 32%, and 27%).
- The graduation-transfer rate for the 2014 cohorts of Hispanic Students (74%), Black/African-American students (58%), and Asian students (69%) all surpassed their benchmarks of 60%, 55%, and 66%, respectively.
- There were 230 certificates awarded in FY 2018, a 26% increase since 2015, which exceeded the benchmark (211).
- Graduate satisfaction with educational goal achievement remained high (96%) and met the benchmark (96%).
- Transfer students at Maryland public universities earning a cumulative GPA of 2.0 or above after their first year was 87%, which exceeded the benchmark of 84%. The mean GPA for these students was 2.93, which exceeded the benchmark of 2.88.

- Credit enrollments in STEM programs stayed relatively the same since fall 2015 (1,700, 1,631, 1,730) to 1,691 in fall 2018, and was below the benchmark of 1,811.
- STEM program credentials awarded in FY 2018 increased 46% from FY 2015 (386 to 563) and exceeded the benchmark of 357.
- The percent of total FY 2018 unrestricted operating expenditures on instruction met the benchmark (49%). Academic support was 3% and fell short of the benchmark (5%), student services was 15% and exceeded the benchmark of 14%, and "other expenditures" was 34% and exceeded the benchmark of 33%.

The College continues to address the following indicators:
- The fall-to-fall retention rate (fall 2017 to fall 2018 cohorts) for developmental students was 56% and lower than the benchmark (64%). The same rate for college-ready students was also 56%, and lower than the benchmark (60%).
- The fall-to-fall retention rate (fall 2017 to fall 2018 cohorts) for Pell Grant recipients was 53%, and was lower than the benchmark of 59%. The same rate was 59% for non-Pell recipients and no benchmark was required for this indicator.
- The developmental student completion rate was 61%, which was lower than the benchmark (63%).
- The first-time pass rate for Registered Nursing students has fluctuated between FY 2015 and FY 2018 (89%, 91%, 85%, and 85%) and was below the benchmark (86%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam was 61%, which marked a decline compared to the past three years (78%, 70%, and 64%), and remained below the benchmark of 80%. It is noteworthy that the class of 2019 has tested and the second-time pass rate for them was 79%. To reach the benchmark, the College has included using the exam master software to implement more multiple choice format questions that are similar to the actual licensure exam in all courses. The program manager continues to analyze the exam reports to identify weak content areas so that more of that content can be incorporated into the curriculum.
- The number of career degrees awarded in FY 2018 (213) increased 12% compared to FY 2015 and was lower than the benchmark (355).
- The number of transfer degrees awarded in FY 2018 (669) declined 5% since 2015 and was lower than the benchmark (736).
- The number of degrees and certificates awarded in FY 2018 (1,112) increased 3% compared to FY 2015 (1,080), and was lower than the 2020 benchmark (1,302).
- Graduate satisfaction with transfer preparation, based on FY 2018 graduates' responses to the Graduate Follow-Up Survey, was 85% and was lower than the benchmark (90%).

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

Educational Excellence is one of the themes highlighted in the newly developed AACEWD AMP. An objective in the plan includes expanding innovative learning modalities to improve student outcomes. In support of this objective, the College is exploring an infusion of applied learning experiences such as field trips, service learning, experiential learning, utilizing the FCC Makerspace, international travel opportunities, guest speakers, and student access to conferences. The College is also planning to increase the utilization of adaptive and virtual learning simulation

offerings for students in career and technical programs. Implementing and scaling alternative teaching modalities that address diverse student learning styles will also be emphasized.

The College created pathways from continuing education and workforce training to FCC career (A.A.S.) and transfer degree/certificate (A.A. or A.S.) programs. Currently, 10 course articulation agreements from CEWD to credit are available and six more are in development.

The Mid-Atlantic Center for Emergency Management (MACEM) has expanded to include public safety programs such as Criminal Justice and Corrections, Police Science, Fire Service Administration, and Geographic Information Systems. This alignment of programs will better prepare our students to respond to disasters. This approach offers students broader knowledge and networks to excel in a world more interconnected, interdependent, and evolving at an accelerated pace. The new Mid-Atlantic Center for Emergency Management and Public Safety (MACEM&PS) offers robust, progressive, and valuable learning options in credit and non-credit environments. The expanded entrepreneurial approach continues to serve a national audience through multiple grants, contracts, and interagency agreements.

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

- Course enrollments in Continuing Education and Workforce Development increased by 2% (2,854 to 2,917) from FY 2017 to FY 2018, and exceeded the benchmark of 2,671.
- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure increased 31% (929 to 1,214) from FY 2015 to FY 2018, and exceeded the benchmark of 864.
- Course enrollments in contract training increased 5% (1,248 to 1,305) from FY 2015 to FY 2018, and exceeded the benchmark of 1,032. The number of business organizations (31) that utilized FCC training stayed the same for the same period and was below the benchmark (70).
- The employer satisfaction rate with contract training courses was 100%, which exceeded the benchmark of 95%.

The College continues to address the following indicators:

- The rate of career program graduates employed full-time in a related field was 83%, which was below the benchmark (89%).
- Graduate satisfaction with job preparation was (72%), and was below the benchmark (90%).

Question Raised by MHEC:

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated, "*Targeted*

interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more underlined targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Response to MHEC Assessment:

As part of the FCC Board of Trustees priorities during FY 2019, the College developed the Diversity, Equity, and Inclusion Strategic Plan. This plan was approved by the Board of Trustees in June 2019 and the plan emphasizes addressing the achievement gap in course success, retention, and completion rates among traditionally underrepresented students, including racial/ethnic minority students. During the next five years, the College will focus on four primary goals determined to be realistic, necessary, and in alignment with our values and aspirations as a College community. The goals include: 1) Increase access and success for traditionally underrepresented students; 2) Increase recruitment and retention of a diverse workforce; 3) Prepare students for an increasingly diverse community, workforce, and world; and 4) Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.

Under each of these goals, there are specific, measurable, and realistic action items to lead the College to become more equitable and inclusive. As part of this plan, and led by the Provost/Executive Vice President of AACEWD, as well as the Vice President of Learning Support, the College is developing a plan to close the opportunity and achievement gaps for racial/ethnic minority students.

FCC is pleased to report that black/African-American, Asian, and Hispanic students reached the benchmark of the graduation-transfer rate and the gap between these racial/ethnic groups and white students is narrowing, or in the case of Hispanic (74%) students, the rate was 5% greater than white (69%) students. In addition, the successful-persister rate after four years for black/African-American and Hispanic students increased compared to fall 2011, and the gap is narrowing between them and white students. This rate for fall 2014 black/African-American (78%) students surpassed the benchmark (71%), and the rate for Hispanic students was 74% and lower than the benchmark (76%).

Targeted Interventions and Population Served

The Office of Multicultural Student Services (MSS) has increased its outreach efforts programmatically in partnership with other areas of the College, including the Office of Diversity, Equity, and Inclusion (ODEI), the Center for Student Engagement, and within classrooms. MSS provides specialized support and outreach to men and women of color in its Big 6 and Elite 8 programs, and to high school students through the College Prep program. MSS has worked to increase access and retention efforts for English as a Second Language (ESL) students and Career program students through targeted scholarships. MSS continues to address access and retention for first year students of color through our Partnership for Achieving Student Success (PASS) program. MSS works in partnership with the FCC Foundation to offer

scholarships to successful PASS participants aimed at increasing their persistence and retention rates from year one to year two. Within two years of offering this additional scholarship, there has been an increase in retention from year one to year two (fall to fall). The retention rate was 68% from fall 2016 to fall 2017 and increased to 71% between fall 2017 and fall 2018.

The VMS office offers academic and support services for veterans and military affiliated students enrolling at FCC. Forty-two percent (42%) of the students served in VMS are racial/ethnic minority students. VMS provides a "one-stop-shop" where students receive all needed information and assistance, including the processing of veteran's educational benefits, academic/social/personal counseling, referrals, academic and social programming, workshops, and a Veteran and Military Student Center.

More than 57% of the students served by the Office of Adult Services (OAS) are racial/ethnic minority students. Its Project Forward Step (PFS) program provides an intake interview and needs assessment, academic advising, career counseling, and support. PFS operates from an educational case management model, encouraging mid-semester contact and conduct outreach if needed, and provides referrals to many College and community organizations and resources to address issues students face. OAS offers Success Seminars up to six times per year for new students.

Identified Obstacles

Racial and economic stratification are linked to the achievement gap. Multiple areas across the College have been addressing the achievement gap in student access and success. These areas have targeted academic and sociocultural programs that increase student success. The College identified the following initiatives that help students overcome the obstacles to success:

1. The Degree Progress data analysis, which is the source of data for two indictors in this report, has revealed that for the past decade there has been a correlation between students' success and their status when they enter the College as "college-ready" or as "developmental students." The chance of success for "developmental students" is equal to the "college-ready" students when the "developmental students" complete their developmental course requirements. Also, the data has revealed there is a significant difference between the students of color and white students in needing developmental English and reading. However, for the first time in fall 2018, black/African-American students were placed in developmental math at a lower rate than white and all other racial groups. FCC has undergone considerable reform in its developmental math and English programing. As of fall 2017, developmental English courses have been condensed from a four-course sequence to a single class of either four or six credits, enabling students to move into college-level English in only one semester and for fewer credits. Developmental math, which was also a series of stand-alone developmental courses, has been significantly modified. The majority of FCC students testing into developmental math now take one of three college level courses, while simultaneously being enrolled in a two (2)-credit developmental math supplement.

2. Higher education research consistently reports that unconscious bias in the classroom correlates with students' lack of success. The Center for Teaching and Learning offers professional development in culturally responsive teaching. During FY 2019, the Office of Diversity, Equity, and Inclusion offered 35 professional development opportunities, including training and conferences, to strengthen the

cultural consciousness and responsiveness of our faculty and staff. In the summer of 2019, the College offered a second summer institute for faculty to conduct course transformations focused on culturally responsive curriculum and teaching.

3. The National Science Foundation (NSF) has awarded FCC more than $635,000 in grant funding to support the FCC STEM Scholars program and to assist with closing the access gap of underrepresented students, specifically women of color in STEM majors. A promising STEM Scholars program partner is FCPS. The Young Scholars program serves students with advanced learning potential from student groups traditionally underrepresented in advanced academic programming. Over the next three years, 90 STEM Scholars will receive funding to cover all or most of the cost of attendance; be mentored by STEM faculty; participate in three one-credit learning seminars; and join a College learning community. STEM Scholars will be open to all low-income, academically talented students who meet the criteria identified for this program. Through admissions, FCC aims to create diverse cohorts. The scholarship cohorts will increase the likelihood of low-income students to complete a degree and enter the STEM workforce, or in further advancing their academic career.

Intervention Evaluation Metrics

Each targeted program compares the semester retention and course success of students in the program to the semester retention and course success of the general student body. In almost all cases, students participating in special programs have equal or higher success rates than general students.

Assess and Adapt the Intervention

The success data for each targeted program is evaluated by the program manager in consultation with the Office of Planning, Assessment, and Institutional Research. In FY 18-19, the College conducted an internal environmental scan with the focus on evaluating data by race/ethnicity for developing the DEI Strategic Plan. One of the action items is to "Develop a College-wide plan to close the opportunity and achievement gap in course success, retention, and completion rates for racial/ethnic minority students." A diversity dashboard is being developed to evaluate student access and success rates by race/ethnicity. An action plan is anticipated to be developed by the end of FY 2020, with implementation of the plan to occur between FY 2021 and FY 2023. The goal is to close the achievement gap by 2024.

COMMUNITY OUTREACH AND IMPACT

One of the FCC Board of Trustees Annual Strategic Priorities for FY 2019 was to "Maximize opportunities for student success by creating new pathways in academic, continuing education, and workforce development programs." Two of the action items related to this objective were supported by our partnership with FCPS. The first action was to explore the development of dual enrollment career pathways that lead to FCC certificates and industry credentials that lead to employment. In support of this, the College:

- Hosted Frederick High School (FHS) Linking Youth to New Experiences (LYNX) students at the FCC Monroe Center for interactive tours of program options
- Conducted an FCC Monroe Center tour on April 12, 2019 for FCPS Pupil Personnel Worker and Community Agency School Services personnel

- Coordinated school-based FCC Hospitality, Culinary, and Tourism Institute (HCTI) courses to be offered in spring of 2020 at FHS
- Continued work on dual enrollment Allied Health pathways with courses to begin in fall of 2019

The second action was to develop an on-campus dual enrollment opportunity for high school students. The program is an on-campus dual enrollment opportunity for high school juniors and seniors to attend FCC full-time and simultaneously earn their high school diploma and an associate degree. In support of this, the College:

- Developed drafts of an Early College Student & Parent Handbook, Application Packet, FAQs, Prospect Form, and presentation materials
- Continued collaboration with the FCC Marketing department for new website content and marketing materials
- Held meetings with FCPS counselors about Early College program development
- Developed an Early College application timeline for prospective students
- Held meetings with FCPS directors of Transportation and Food Services
- Scheduled coordinated release of information about the establishment of an Early College with FCPS
- Scheduled the first three information nights for prospective students and their families beginning September 17, 2019
- Held professional development for FCPS counselors

FCC and FCPS take great pride in their robust partnership. It is through this collaboration that barriers to higher education have been reduced or eliminated for FCPS students.

Other outreach efforts included:

- On June 14, 2018, President Burmaster joined Hood College President Andrea Chapdelaine, Ph.D., and Mount St. Mary's University President Timothy Trainor, Ph.D. to sign a Memorandum of Understanding for a new cybersecurity degree pathway. The pathway begins at FCC with the A.A.S. in STEM Technology-Cybersecurity, which offers courses that transfer to Mount Saint Mary's toward a bachelor's degree in cybersecurity. In turn, the cybersecurity curriculum at Mount Saint Mary's will transfer toward a master's degree in cybersecurity at Hood College. The provosts and cybersecurity faculty leaders at each institution developed the agreement to give students a contemporary, rigorous, and relevant education in the cybersecurity field that will align with National Security Agency accreditation standards.

- A new summer program ran this year in partnership with the Boys and Girls Club of Frederick County and the Housing Authority of the City of Frederick. The program gave middle school students that were recommended by the Boys and Girls Club and the Housing Authority the opportunity to explore career options in a six-week summer program that ran during July and August of 2018 at FCC. Each week, the full-day program exposed students to different areas of study, including architecture, culinary skills, carpentry, and coding.

- FCC has develop a new Physical Therapist Assistant (PTA) A.A.S. degree program with the help of a $150,000 CTE Innovation grant from the Maryland State Department of Education (MSDE). Grant funding covers startup costs for the new PTA program, including supplies, materials, equipment, the hiring of a consultant to vet current curriculum, and costs

associated with the accreditation process. The grant will enable FCC and FCPS to create a pathway for physical therapy education. FCPS, which received its own CTE Innovation Grant, will start a physical health rehabilitation specialty within its allied health academy of health professions. That program will align with the FCC Physical Therapist Assistant associate degree program to ensure a seamless transition for students. Applications will be accepted in fall 2019 with a cohort proposed to start in spring 2020.

- On December 7, 2018, the College was honored to host Ready, Set, GROW! This Procurement Connections Workshop was organized by the Governor's Office of Small, Minority & Women Business Affairs. Remarks were given by President Elizabeth Burmaster, City of Frederick Mayor Michael O'Connor, and Heather Gramm, Assistant Director, Frederick County Office of Economic Development. During the event, participants were provided an overview of how small, minority, women, and veteran procurement programs work.

- FCC teamed up with legal organizations to offer free legal assistance to any individual who needed it during Pro Bono Day on January 24, 2019. The Pro Bono Resource Center of Maryland reports that the vast majority of people in Maryland who need civil legal help cannot afford it. The pro bono services offered at FCC help fill that critical need, and FCC paralegal students got to be a part of the Frederick legal community by joining with local attorneys to provide quality legal assistance at no cost. Pro Bono Day was sponsored by Maryland Legal Aid, the Bar Association of Frederick County's Pro Bono Committee, Maryland Volunteer Lawyers Service, and FCC.

- FCC has collaborated with Frederick County Workforce Services to offer a new Industrial Maintenance training program that is responsive to the needs of local manufacturers. The two agencies worked closely with local manufacturers over the course of a year to determine what skills their employees and the workforce were lacking that could be enhanced through training. The program began in March of 2019 and introduced students to the essential skills and knowledge necessary to support facility and equipment maintenance.

- On April 20, 2019, FCC had the unique opportunity to host a live video Q&A with NASA Astronaut Christina Koch, who is aboard the International Space Station. FCC President Elizabeth Burmaster welcomed FCC students and employees, school-aged children, and other members of the community who gathered in the JBK Theater for the event. Other people participated through a live stream via the FCC website and the event was shown on the screen in the Cougar Grille. Christina is currently a part of the Expedition 59 and 60 crew that launched to the International Space Station in March. She is scheduled to remain on the International Space Station until February 2020, which would be the longest single spaceflight ever completed by a female astronaut.

Frederick County is a strong, innovative, and civic-minded business community and the College is fortunate to have robust partnerships with many businesses and organizations. Each year, FCC celebrates those partnerships at the President's Business Appreciation Awards Breakfast, which was held on May 6, 2019. Five community partners were recognized for their commitment, contributions, and support of the College mission and its students:

- **Business Partner of the Year** - **Dynamic Automotive**
  Dynamic Automotive has been an instrumental partner in developing and supporting the automotive program at FCC. It has provided expertise and guidance that was crucial to

designing FCC program curriculum and outcomes. Dynamic Automotive staff members have shadowed FCC classes to provide feedback on curriculum and have offered externships at all their locations, hosting seven FCC students in the past year.

Non-Profit Partner of the Year - American Association of University Women (AAUW), Frederick Branch

AAUW, Frederick Branch has supported FCC and its students for almost 25 years through numerous fundraising efforts, including book sales and author events. For the last eight years, AAUW has held an annual tea that raises thousands of dollars to support the Project Forward Step program, coordinated by the FCC Office of Adult Services. The money raised by AAUW helps students in this program pay for tuition, childcare, transportation, and other expenses that make it possible for them to earn degrees and certificates that lead to living-wage employment.

Public Agency Partner of the Year - Frederick County Division of Emergency Management

The Division of Emergency Management, which includes Emergency Preparedness and Emergency Communications, has supported FCC in many different areas of emergency planning and preparedness. The Division has collaborated with FCC on action plans, served as assessors for emergency drills, and coordinated FEMA training for employees. In addition, the agency has provided guidance on emergency communications. Above all, the Division of Emergency Management has provided subject matter expertise to the College that benefits all students, faculty, and staff.

Business Donor of the Year - The Wine Kitchen on the Creek

For the past two years, The Wine Kitchen on the Creek has supported the FCC Hospitality, Culinary, Tourism Institute and the FCC Foundation through the Scholarship Dinner. This event raises funds for scholarships, while providing current students with real world culinary and hospitality experience. The Wine Kitchen is also an active internship site for our students, hosting several students each year for a rigorous 240-hour internship.

Business Leader of the Year - Jennifer Finley, Owner/Manager of the Artist Angle Gallery

Jennifer Finley, owner and manager of the Artist Angle Gallery in Frederick, has supported the FCC Art program in numerous ways. She participated in the Art Program Review Assessment, where she provided valuable insight and suggestions that helped improve the art curriculum.

ACCOUNTABILITY INDICATORS

See attached FCC 2019 Accountability Indicators Table.

FREDERICK COMMUNITY COLLEGE
2019 ACCOUNTABILITY REPORT

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	66.8%	68.1%	67.4%	69.5%
B.	Credit students with developmental education needs	53.1%	52.5%	49.2%	50.0%

		Spring 2016	Spring 2017	Spring 2018	Spring 2019
C	Credit students who are first-generation college students (neither parent attended college)	27.3%	26.4%	26.0%	26.0%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,096	2,642	2,864	2,941

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	21.1%	18.4%	16.2%	15.8%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	34.2%	32.1%	29.5%	28.8%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	30.4%	28.9%	28.3%	27.9%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	82.2%	79.3%	79.1%	69.5%

		Spring 2012	Spring 2014	Spring 2016	Spring 2019
G	Credit students employed more than 20 hours per week	65.4%	55.5%	67.0%	66.8%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	10.7%	10.9%	11.7%	12.4%
	b. Black/African-American only	12.7%	12.4%	12.7%	12.3%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.2%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.1%
	e. Asian only	4.7%	4.5%	4.8%	4.5%
	f. White only	67.0%	66.5%	64.4%	64.5%
	g. Multiple races	3.7%	4.5%	4.8%	4.9%
	h. Foreign/Non-resident alien	0.6%	0.6%	1.1%	1.0%
	i. Unknown/Unreported	0.4%	0.2%	0.3%	0.1%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$21,798	$17,703	$16,653	$18,297
	b. Median income three years after graduation	$44,824	$42,120	$43,624	$44,893

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	15,256	15,034	15,610	16,003	**15,635**
	b. Credit students	8,497	8,775	8,994	8,896	**9,126**
	c. Continuing education students	7,137	6,576	6,948	7,107	**6,980**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	54.3%	54.4%	50.0%	49.4%	**53.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	75.6%	75.5%	74.7%	73.4%	**76.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	54.9%	59.4%	59.7%	57.3%	**61.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	844	1,026	990	1,165	**870**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					

	a. Credit	6,308	7,803	8,315	9,076	**9,032**
	b. Continuing education	1,121	897	1,407	456	**750**

		FY 2016	**FY 2017**	**FY 2018**	**FY 2019**	**Benchmark FY 2021**
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	47.1%	47.0%	47.4%	47.1%	**48.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
8	Enrollment in continuing education community service and lifelong learning courses	2,877	2,542	2,951	2,937	**2861**
	a. Unduplicated annual headcount	5,743	5,340	5,886	6,209	**6,010**
	b. Annual course enrollments					

		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,468	1,680	1,665	1,586	**1,891**
	b. Annual course enrollments	3,065	3,610	3,596	3,646	**4,063**

10	Minority student enrollment compared to service area population					**Benchmark**
		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2020**
	a. Percent nonwhite credit enrollment	33.0%	33.6%	35.6%	35.6%	**36.0%**

		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
	b. Percent nonwhite continuing education enrollment	38.9%	37.2%	36.9%	30.0%	**36.0%**

		July 2015	**July 2016**	**July 2017**	**July 2018**	**Benchmark July 2020**
	c. Percent nonwhite service area population, 18 or older	21.9%	22.6%	23.5%	24.3%	**Not Applicable**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	19.0%	18.2%	18.6%	17.1%	**21.0%**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	19.3%	19.0%	21.0%	18.0%	**21.0%**

Goal 2: Success

		Fall 2014 Cohort	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Benchmark Fall 2019 Cohort**
13	Fall-to-fall retention					
	a. Developmental students	63.5%	65.6%	62.7%	56.3%	**64.0%**
	b. College-ready students	57.1%	58.9%	59.5%	55.9%	**60.0%**

		Fall 2014 Cohort	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Benchmark Fall 2019 Cohort**
14	Fall-to-fall retention					
	a. Pell grant recipients	55.0%	64.6%	61.8%	53.1%	**59.0%**
	b. Non-recipients	60.6%	59.2%	59.6%	59.2%	**Not Applicable**

FREDERICK COMMUNITY COLLEGE
2019 ACCOUNTABILITY REPORT

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	62.0%	64.9%	66.0%	61.4%	63.0%

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	90.8%	87.8%	88.6%	87.3%	87.0%
	b. Developmental completers	79.8%	82.2%	81.3%	81.2%	84.0%
	c. Developmental non-completers	45.7%	34.3%	32.2%	29.9%	Not Applicable
	d. All students in cohort	80.7%	79.8%	80.1%	76.5%	81.0%

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	73.0%	71.2%	68.9%	77.9%	71.0%
	b. Asian only	-	89.8%	74.1%	68.6%	81.0%
	c. Hispanic/Latino	63.8%	83.5%	67.0%	73.6%	76.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	82.9%	78.6%	83.3%	81.9%	80.0%
	b. Developmental completers	59.5%	62.0%	60.1%	62.3%	60.0%
	c. Developmental non-completers	40.0%	32.2%	26.7%	29.9%	Not Applicable
	d. All students in cohort	66.8%	65.9%	66.7%	65.1%	66.0%

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	55.5%	55.3%	55.7%	58.2%	55.0%
	b. Asian only	-	74.6%	70.7%	68.6%	66.0%
	c. Hispanic/Latino	47.8%	61.5%	48.5%	73.6%	60.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	190	203	193	213	355
	b. Transfer degrees	707	778	684	669	736
	c. Certificates	183	187	265	230	211
	d. Total awards	1,080	1,168	1,142	1,112	1,302

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,700	1,631	1,730	1,691	1,811

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	386	401	508	563	357

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	96.8%	96.5%	97.0%	96.3%	96.0%

		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2020 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	68.4%	75.0%	74.4%	N/A	73.0%

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	96.8%	85.0%	90.0%	84.6%	90.0%

Note: Response categories changed starting in 2016.

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. Registered Nursing	88.9%	91.2%	85.1%	85.3%	**86.0%**
	Number of Candidates	72	81	67	61	
	b. Respiratory Care	77.8%	70.0%	64.3%	61.1%	**80.0%**
	Number of Candidates	18	22	14	18	

		AY 14-15	AY 15-16	AY 16-17	AY 16-18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	90.4%	86.9%	87.0%	**84.0%**
	b. Mean GPA after first year	Not Available	2.97	2.94	2.93	**2.88**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	49.3%	49.1%	49.3%	48.9%	**49.0%**
	b. Academic support	3.7%	3.2%	2.4%	2.5%	**4.5%**
	c. Student services	14.3%	14.6%	15.2%	14.9%	**13.5%**
	d. Other	32.7%	33.1%	33.1%	33.7%	**33.0%**

Goal 3: Innovation

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	90.3%	90.5%	80.0%	83.0%	**89.0%**

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation	96.3%	90.5%	62.5%	71.8%	**90.0%**
	Note: Response categories changed starting in 2016.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,010	2,517	2,854	2,917	**2,671**
	b. Annual course enrollments	4,355	3,800	5,014	3,781	**4,033**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	929	814	1,019	1,214	**864**
	b. Annual course enrollments	1,289	1,150	1,240	1,400	**1,221**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	31	25	26	31	**70**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,248	1,001	1,673	1,305	**1,032**
	b. Annual course enrollments	1,853	2,312	3,438	1,763	**1,979**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	92.9%	100.0%	100.0%	100.0%	**95.0%**

FREDERICK COMMUNITY COLLEGE 2014 COHORT

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1843		927		562		354	
2	Number attempting fewer than 18 hours over first 2 years	852		501		84		267	
3	Cohort for analysis (Line 1 – Line 2)	991	100.0%	426	100.0%	478	100.0%	87	100.0%
4	Earned Associate degree from this community college	417	42.1%	228	53.5%	186	38.9%	3	3.4%
5	Earned certificate, but no degree, from this community college	7	0.7%	21	4.9%	7	1.5%	7	8.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	424	42.8%	249	58.5%	193	40.4%	10	11.5%
7	Transferred to Maryland two-year/technical college	53	5.3%	24	5.6%	22	4.6%	7	8.0%
8	Transferred to Maryland public four-year college	269	27.1%	157	36.9%	107	22.4%	5	5.7%
9	Transferred to Maryland private four-year college or university	62	6.3%	36	8.5%	24	5.0%	2	2.3%
10	Transferred to out-of-state two-year/technical college	22	2.2%	4	0.9%	12	2.5%	6	6.9%
11	Transferred to out-of-state four-year college or university	118	11.9%	59	13.8%	57	11.9%	2	2.3%
12	Total transfers (sum of Lines 7 - 11)	524	52.9%	280	65.7%	222	46.4%	22	25.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	303	30.6%	180	42.3%	117	24.5%	6	6.9%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	645	65.1%	349	81.9%	298	62.3%	26	29.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	49	4.9%	10	2.3%	39	8.2%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	694	70.0%	359	84.3%	337	70.5%	26	29.9%
17	Enrolled at this community college last term of study period	64	6.5%	13	3.1%	51	10.7%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	758	76.5%	372	87.3%	388	81.2%	26	29.9%

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FREDERICK COMMUNITY COLLEGE 2014 COHORT

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	240		85		213		1294	
2	Number attempting fewer than 18 hours over first 2 years	118		50		84		597	
3	Cohort for analysis (Line 1 – Line 2)	122	100.0%	35	100.0%	129	100.0%	697	100.0%
4	Earned Associate degree from this community college	37	30.3%	16	45.7%	43	33.3%	320	45.9%
5	Earned certificate, but no degree, from this community college	1	0.8%	2	5.7%	5	3.9%	13	1.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	38	31.1%	18	51.4%	48	37.2%	333	47.8%
7	Transferred to Maryland two-year/technical college	9	7.4%	3	8.6%	8	6.2%	31	4.4%
8	Transferred to Maryland public four-year college	23	18.9%	11	31.4%	37	28.7%	198	28.4%
9	Transferred to Maryland private four-year college or university	9	7.4%	0	0.0%	5	3.9%	47	6.7%
10	Transferred to out-of-state two-year/technical college	7	5.7%	0	0.0%	4	3.1%	10	1.4%
11	Transferred to out-of-state four-year college or university	12	9.8%	2	5.7%	16	12.4%	87	12.5%
12	Total transfers (sum of Lines 7 - 11)	60	49.2%	16	45.7%	70	54.3%	373	53.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	27	22.1%	10	28.6%	39	30.2%	226	32.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	71	58.2%	24	68.6%	79	61.2%	480	68.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	12	9.8%	0	0.0%	5	3.9%	31	4.4%
16	Successful transition to higher ed (Line 14 + Line 15)	83	68.0%	24	68.6%	84	65.1%	511	73.3%
17	Enrolled at this community college last term of study period	12	9.8%	0	0.0%	11	8.5%	40	5.7%
18	Successful or persisting (Line 16 + Line 17)	95	77.9%	24	68.6%	95	73.6%	551	79.1%

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GARRETT COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

Garrett College is a small, rural, two-year community college located in western Maryland. The College had an unduplicated credit headcount of 835 in FY2019. Its principal service area is Garrett County, Maryland (population approximately 30,000), but it also serves several surrounding counties in West Virginia and Pennsylvania. The region as a whole is sparsely populated and economically disadvantaged. Tourism and recreation, agriculture, and forest products are the principal industries. Efforts to diversify the local economy and attract new industries have been only marginally successful, particularly with respect to attracting larger employers. Most of the job growth has been in relatively low-paying service occupations.

Student Characteristics

Garrett College currently offers a total of thirteen transfer and career degree programs and four certificate programs. A total of 479 students were enrolled in these programs in fall 2018 (including Computer Science, Sport Management, and Addictions Counseling, which are new programs for fall 2018). Fall 2018's total credit enrollment of 634 also included 22 students who were undeclared and 133 dual-enrolled high school students.

The majority of Garrett College's credit students (70 percent in fall 2017) attend full-time. About 45 percent are first-generation college students. The student body is predominantly white, but the College enrolls a non-white population (22.6 percent in fall 2018) that is proportionally much larger than that of its service area, which is less than 3 percent. The number of incoming students with developmental education needs has improved with 53 percent of the incoming students testing into at least one developmental course in fall 2018. The College currently employs 21 full-time faculty members as well as a number of adjunct instructors. For the spring 2019 semester, 73.8 percent of the course offerings were taught by full-time faculty.

Institution's Contributions Toward the Goals and Strategies Outlined in the 2017-2021 State Plan for Postsecondary Education, "Increasing Student Success with Less Debt"

Garrett College has six institutional goals relating to its performance in the following keys areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources. The institutional goals align with the Maryland Higher Education Commission's institutional performance accountability framework and the performance measures associated with them are assessed annually. As such, they are relatively fixed and should not be confused with the College's strategic initiatives and goals, although the two are clearly related. Strategic Initiative I and the strategic goals and objectives associated with it as outlined in the College's FY2017-FY2020 Strategic Plan align with the 2017-2021 State Plan for Postsecondary Education:

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

Goal 1.1: To provide credit and noncredit programs and other learning opportunities which align with local and regional labor market needs and provide a sustainable competitive advantage.
Status: An educational pathway's working group was created that submitted to MHEC a proposal for a CEWD-to-credit articulated AAS program in Paramedic (MHEC approved) and is developing an AAS in Professional Technical Studies to articulate from CEWD to credit.

Goal 1.2: To identify obstacles to student success and establish a network of support services that will help students to overcome them.
Status: Implementing actions from the Student Experience Committee Report such as hiring a resident counselor for 1 day a week.

> Objective 1.2.1: Increase the number of students who are college and career ready through partnerships with Garrett County Public Schools (GCPS), Adult Basic Education (ABE), and special programs (e.g. SNAP E & T and 2G) focusing on career awareness, assessment, and remediation.
> Status: 5 ABE students enrolled in workforce development program.
> Beginning fall 2018, all workforce students are required to take the TABE (Test of Adult Basic Education) to determine their readiness to enter a Workforce Development program; this is the same assessment that is required for use in the Adult Basic Education program. If a student tests below the 12th grade level, s/he is referred to the Adult Basic Education program. At the discretion of the Director and/or Coordinator of Adult Education and Workforce Development, a student may co-enroll in ABE and a Workforce Development program.
>
> In 2018, CEWD was included as a partner on a grant awarded to the Western Maryland Consortium to establish Career Pathways, including "dual enrollment" in ABE and a

workforce development program. Four students, to date, met the criteria to receive services through the grant. The grant provides funds for a Transition Counselor whose role is to recruit students for this dual enrollment opportunity, identify the need for supportive services, and assist with career development activities.

Objective 1.2.2: Develop a process to engage students as early as possible to create connections to the campus and to faculty, staff and other students.
Status: The Student Experience Committee submitted two phases of final reports in which the actions were disseminated to various teams and departments for implementation. The purpose of the reports was to develop a process and assist in eliminating barriers to student success.

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

Objective 1.3.1: Develop and/or strengthen opportunities for students to participate in service-learning, civic engagement, and volunteer activities.
Status: Plan is being implemented in Academic Year 2019-20- in which Discussing academics is taking the lead for service learning and civic engagement, and student affairs is taking the lead for volunteer activities.

Objective 1.3.2: Develop and implement a plan for increasing the level of cultural competency among students, faculty, and staff.
Status: Plan implementation is embedded in 2019 MHEC Diversity Report that was sent to Board of Trustees before 6/30/19.

Objective 1.3.3: Investigate the feasibility of increasing the number of intercollegiate athletic programs being offered (e.g., soccer, cross-country), and of expanding the number of co-curricular and extra-curricular programs available to students.
Status: Wrestling was added in 2018-19, men's and women's cross country has been reinstated in 2019-20, and freshman men's basketball and men's and women's bowling are being launched in 2019-20. With these additions, intercollegiate sports will have doubled from 6 to 12 in two years.

Objective 1.3.4: Develop a plan for a student center for inclusion in the next revision of the Facilities Master Plan.
Status: An update on a Student Center will be included in the next revision of the Facilities Master Plan. A small piece of a Student Center – a Student Lounge featuring two gaming systems, a pool table and a table tennis table - opened January 2019 in the 600 building.

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

Objective 1.4.1: Identify best practices for interconnecting credit and noncredit instructional programs and support services.
Status: Through research conducted by the Educational Pathways Work Group, it was determined that the noncredit to credit articulation is really driven at the institutional level; we did not identify any universal best practices to replicate. However, this topic has elevated to the MACC Presidents level, resulting three goals assigned the Chief Academic Officers Affinity Group (M4CAO) and the Chief Continuing Education Officers (MCCACET). The three goals are:
1.1.f Position community colleges as Maryland's primary providers of workforce education.
2.1.b Implement math pathways that are responsive to students' goals.
2.2.b Create portable micro-credentials

Each of these initiatives will require the establishment of best practices for integration of programs and services. On June 14, 2019, members of M4CAO and MCCACET held a joint meeting to discuss these topics at Garrett College.

Objective 1.4.2: Strengthen connections between noncredit and credit learning opportunities by creating and implementing a framework of policies and procedures that ensure a seamless transition between noncredit and credit programs.
Status: In order to build the proposed Professional Technical Studies AAS degree, a group comprised of Academics administrators, CEWD administrators and faculty joined forces to evaluate Manufacturing and Allied Health during summer 2019. This project will serve as a pilot and will document the process and draft policies and procedures as needed to inform future program evaluation and transitions.

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

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

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

- Conducting annual Financial Literacy Fairs with the assistance and partnership of local financial institutions.
- Celebrating April as Financial Literacy Month to raise awareness by having surveys, quizzes, and games for the students to participate for prizes.
- Conducting and presenting Financial Literacy and financial wellbeing in each of the First Year Experience classes (including determining needs vs. wants, saving money, living like a student, etc.).

- Hosting 'College Nights' in conjunction with local high schools and a FAFSA completion event at the college to assist all students with completing the FAFSA.
- Marketing campaign via electronic signs and emails concerning the 15 Track to Finish regulation.
- Employing a Financial Aid / Veteran Affairs Counselor who coordinates a VA Counselor and VA Benefits Specialist to visit Garrett College once a month (or as needed) to meet with Veterans.

The Garrett County Scholarship Program continues to provide students access to an affordable degree option and help to improve college readiness among our high school students. For FY2018, Garrett's total unduplicated headcount (Indicator 1a) was 7% higher than the headcount reported for FY2017 (and rebounded from the decrease from FY16 to FY17) and exceeded the FY2020 benchmark by 5%. For FY2018, annual unduplicated headcount of credit enrollment students was 835 (Indicator 1b), an 8% decrease from FY2017 which also misses the FY2020 benchmark by 65 students. The College's market-share of first-time, full-time freshmen (Indicator 2) increased by 2.7% to 77.9%, which falls well below the fall 2020 benchmark of 85.0%. For fall 2018, the College's market-share of part-time undergraduates (Indicator 3) was 73.2.0% (a 14.6% increase over fall 2017's decrease from fall 2016). The 68.9% market-share of recent, college-bound high school graduates (Indicator 4) for fall 2018 misses the fall 2020 benchmark by 14.1%. These data are reflective of the overall trend of declining enrollment that the College has been experiencing over the last several years, and it is clear from the data that the benchmarks for Indicators 2-4 were set too high.

Garrett College's Division of Continuing Education and Workforce Development (CEWD) is continually developing new programs and has been marketing to new and existing contract training customers in an effort to increase enrollment. FY2018's unduplicated headcount (Indicator 1c) rebounded over FY2017's decrease from FY2016 by 9% over FY17 and 2% over FY2016. The 4801 students just surpassed the FY2020 benchmark of 4800. For FY2018, unduplicated annual headcount in noncredit community service and lifelong learning courses (Indicator 8a) decreased by 9% from FY2017, while annual course enrollments (Indicator 8b) decreased by 10%. Unduplicated annual headcount for continuing education basic skills and literacy courses (Indicator 9a) for FY2018 was 18% lower than FY2017 and 33% lower than FY2016, while annual course enrollments (Indicator 9b) decreased to 154 (a 26% decrease) which falls short of the FY2020 benchmark of 250.

For fall 2018, high school student enrollment (Indicator 5) increased by 10% to 133 students, well above the 80 student benchmark. While high school students are able to take advantage of the Garrett County Scholarship, which covers tuition, up until recently, relatively few dual-enrolled students have chosen to continue their education at Garrett College. The increase can be attributed to more classes being offered to high school students.

Limitations in state and local funding and rising costs forced the College to initiate a modest tuition increase for all students for FY2018. Nevertheless, Garrett College's tuition and fees as a percent of tuition and fees at Maryland public four-year institutions (Indicator 7) has changed very little over the four-year window, averaging about 45%, well under the FY2021 benchmark of 50%.

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

Garrett College has been taking many steps to address retention concerns. The fall 2017 fall-to-fall retention for college-ready students (Indicator 13b) of 71.4%, exceeded the benchmark by 9%, but decreased by over 5% from the fall 2016 cohort. The retention rate of 39% for developmental students (Indicator 13a) decreased 7.3% from the fall 2016 cohort, and missed the benchmark by 18%. The learning outcomes assessment process is currently being used to evaluate the College's developmental education program. The College's new Associate Dean of Academic Affairs has proposed a revamping of the developmental program, including the instruction methods and instructor delivery methods. Data have been generated in support of considering a co-requisite math and English and using supplemental class hours as the remedial portion. A new full-time developmental English faculty started in August 2019 while the search for a full-time developmental math faculty will resume in the winter. Garrett College is also participating in the First in The World Maryland Mathematics Reform Initiative. Developmental statistics is being offered for non-STEM students who do not need college algebra.

Of the students in the entering fall 2014 cohort with at least one area of developmental need (Indicator 15), 74.6% completed all recommended developmental course work after four years, which exceeded the fall 2016 cohort benchmark of 65%. Although this is positive, the College needs to work at retaining these students since many students run out of money/aid to continue college after they have completed all of their developmental work. The successful-persister rate after four years for developmental completers (Indicator 16b) is 84.1%, 1.1% above the benchmark of 83.0%. For the fall 2014 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students increased by 2.7%, but missed the benchmark by 5.7%. The successful-persister rate for developmental non-completers (Indicator 16c) decreased to 25%, which will be targeted in the developmental program analysis and by a predictor model where a mentoring program is being implemented to help these students. For all students, the successful-persister rate (Indicator16d) was 81.2%. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2014 cohort was 89.1%, a 6.2% increase from the fall 2013 cohort, and it exceeds the fall 2016 benchmark of 80%. The graduation/transfer rate for developmental completers (Indicator 18b) increased by 6% over the fall 2013 cohort, exceeding the benchmark by 10%. The "all students" cohort (Indicator 18d) exceeded the respective benchmark by 8.8%. The graduation/transfer rate for developmental non-completers (Indicator 18c) is well below the four-year average, but in alignment with the fall 2013 cohort. (This indicator is not benchmarked.)

Spring assessment workshops in May compared performance targets/benchmarks with last year's results and identifies student strengths and weaknesses. The HEIghten results in conjunction with course- and program-specific measurable outcomes assist with the development of strategies for improving student performance on learning outcomes identified as weaknesses and identified any additional resources required.

Based on past data comparing the performance of community college transfer students, Garrett College graduates have frequently performed as well or better than graduates from the other Maryland community colleges. After one year at the receiving institution, transfers from Garrett have historically held very high cumulative averages (Indicator 26b). For AY17-18, Garrett graduates had a mean GPA of 2.70 after their first year at the receiving institution, with 81.3% having a cumulative GPA of 2.0 or above (Indicator 26a). These numbers are slightly below AY15-16 and AY16-17, but consistent over the 3-year period.

For FY2018, the College awarded a total of 109 associate degrees: 43 career (A.A.S.) degrees and 64 transfer (A.A., A.A.T., A.S.) degrees (Indicators 20a and 20b), similar numbers to the awards for FY2015, but ~25% lower than FY2016. The College offers relatively few certificate programs and typically awards very few certificates (Indicator 20c) (2 for FY2018). The FY2020 benchmark for certificates has been lowered from 15 to 10 accordingly. In fact, several certificate programs are in the process of being discontinued due to low enrollment.

The opening of Garrett College's new STEM building in fall 2018 will help strengthen the College's ability to foster innovation and provide opportunities for student success in STEM-related programs and courses. While current credit enrollment in STEM programs is down by 5%, the number of credit awards has increased. The disparity between STEM enrollment (Indicator 21a) and the number of STEM degrees awarded (Indicator 21b) is due to the fact that while the College's Allied Health pre-transfer program with Allegany College, which has relatively high enrollment, is counted as a STEM program, its students do not receive an award from Garrett College since they transfer prior to graduation. With a new Director of STEM, new initiatives are being explored to increase enrollment in STEM programs. We are 69 students below our benchmark of 250.

For FY2018, the College's percentage of expenditures on instruction (Indicator 27a) of 33% and academic support (Indicator 27b) of 8.2% are consistent with previous years. The College's percentage of expenditures for instruction has consistently hovered around 34%; this percentage is much lower than what would typically be expected for a community college and is attributable largely to Garrett's small size. Expenditures for student services (Indicator 27c) accounted for 18.5% of the College's budget, meeting the FY2020 benchmark.

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

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

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

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

CEWD employs two staff members who are responsible for developing new partnerships with businesses to determine industry training needs, which are delivered via open enrollment training, or company-specific training delivered by contract. Students enrolled in these courses and programs may be served pre-hire, as a job seeker, or post- hire as an incumbent worker. Many courses have been offered through CEWD for employees to obtain various certifications and licensures that will assist them in their current job or afford them opportunities for other employment. Enrollment in continuing education workforce development courses for FY2018 increased by 12% for unduplicated headcount. Over the four-year window, the number of organizations receiving contract training (Indicator 32) has remained relatively consistent, with a 9% decrease over previous years. Employer satisfaction with contract training is 95%. Garrett County recently hired a new Director of Economic Development after a year-long vacancy. The College looks forward to supporting the new director and will assist with development of a new strategic plan for attracting new businesses to the area.

Response to Commission Questions from the College's 2018 Report

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed

ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated, "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Response: Garrett College is a unique institution in that it is a rurally located community college that offers housing, one of only two in the State of Maryland. The College's uniqueness allows us to open our doors to students from diverse cultures, backgrounds, and life experiences. The College enrolls a minority population (currently about 23 percent) that is proportionally much larger than that of its service area, which is less than 3 percent. As our mission states, we respect and care for our students as individuals and members of diverse groups and support their aspirations for a better life. With that said, the College understands that minorities face challenges that can affect their chances of completion compared with other students. In our focus on student success and satisfaction, the College has recently taken steps to better address the role that diversity and equity play for our students. Representatives from Prince George's Community College (PGCC) completed focus group sessions on campus over the 2018-2019 school year and have provided the College with recommendations as to how to better address access and inclusion. Because of the PGCC report and other efforts on campus, the College has substantially revised its Cultural Diversity Plan, which incorporates five new or revised goals. Two of these goals closely align with the four principles posited by Dr. Edgecomb and are high priorities for Garrett.

The first goal is to increase opportunities for employee engagement around topics of diversity, equity, and inclusion. The priority strategy under this goal is to enhance employee cultural competency through education. The Administration has instituted a mandatory foundational course on workplace cultural competency for all faculty and staff. The desired outcome of this strategy is to provide employees with information on topics such as diversity, equity, language, power, privilege and other related subjects to increase employees' ability to better understand and serve our students. In the 2018 Student Opinion Survey, a majority of students strongly agreed, agreed, or were neutral to the statement that the College demonstrates and encourages a climate of diversity. Despite that, from the focus groups held by PGCC, it was evident that some

employees lacked understanding/sensitivity to students' diversity and appeared unresponsive to students' needs. Concerns raised by students with regard to some offices have presented additional challenges: these include cases of micro-aggression and implicit bias, and a general sense that some students feel unwelcome, both at the institution and within the community. While these challenges are not unique to Garrett, we feel strongly that we must do everything within our power to combat any feelings of inequity. As of June 2019, 100% of full-time faculty, staff, and head athletic coaches have completed the required training with an average score of 90% on the ten-question quiz. The College is working to get a 100% completion rate across the board, which will include adjunct faculty and part-time staff. The Office of Equity and Compliance is examining test scores to determine areas that may require further education, and will utilize the results of the upcoming 2020 Student Opinion Survey to assess improvements and make any necessary adjustments to improve the campus climate for our minority students.

The second goal is to identify obstacles to student success and establish a network of support services that will help students to overcome them. One of the strategies under this goal is to meet the needs of students in poverty. According to Coley and Baker (2013), "income is the factor in determining the future educational success of a student" (Long, A., *Overcoming Educational Racism in the Community College)*. In the past, the College focused on students' need for food security through the Students in Need Group and the implementation of a food pantry. The College's current focus is on reducing the cost of textbooks for courses. Many community college students are coming from backgrounds (low-income, first-generation, and non-traditional), that make the high cost of textbooks and learning resources a barrier to success and completion. In the 2018 Student Opinion Survey, the Bookstore received an average rating of 3.15 out of 5 for pricing/cost. The College is currently examining several opportunities to reduce and/or eliminate textbook costs. One method is through Open Educational Resources (OER). The College has received grant funding to create OERs for several courses and is currently working on adding additional OER-based courses. Secondly, for the fall 2019 semester, the College will be utilizing the services of eCampus, which provides a variety of options when it comes to textbook resources, such as used books or rentals. Additionally, eCampus is providing $2000 in scholarships for eligible students. To date, the College has saved our students over $100,000 in course material costs via OERs. The College OER Committee has set a goal of reducing basic course material costs to $40 per course, with OER as part of that strategy. It is the goal of the College's president to get Garrett to a place where all college courses are low-to-no cost with regard to course materials. The College will track its efforts through the number of courses utilizing OERs, eCampus data, and student opinion survey results.

With these two targeted interventions and others outlined in the College's Cultural Diversity Plan, the College aspires to make Garrett an equitable and inclusive institution for all. Constant feedback and follow-up will be high priorities in order to determine if 1) the College's efforts are achieving what we hope, and 2) the College is taking purposeful steps toward closing the achievement gap.

COMMUNITY OUTREACH AND IMPACT

Following is a summary of Garrett College's main contributions to the community, including local employers, schools, businesses, and nonprofit organizations, in fiscal year 2019.

Paramedic students complete first year of training program at GC
A cohort of students have completed the first year of the paramedic training program at Garrett College, administered through the Continuing Education and Workforce Development division. These students started class in September 2018, and have completed a total of 423 training hours between the classroom, hospital setting and riding an ambulance with another advance life support provider.

GC's paramedic training program is a two-year program that prepares students in providing pre-hospital assessment and care for patients of all ages, with a variety of medical conditions and traumatic injuries. During the program, areas of focus and training include the following: an introduction to emergency medical services systems; roles and responsibilities of the paramedic; anatomy and physiology; medical emergencies; trauma; special considerations for working in the pre-hospital setting; and providing patient transportation. At this point in the training program, students are able to test at both the national and state levels to obtain his or her Maryland Cardiac Rescue Technician (CRTI) certification. After completing the second year of the program, which begins this fall, students will be able to sit for the National Registered Paramedic (NRP) certification exam.

Homeschool students get creative at Garrett College
More than 40 homeschool students from the tristate area participated in learning activities at the College's main campus in McHenry. Classes were developed and provided for two age groups, ages 6-10 and 11-18. Multiple hands-on and group activities were integrated into each class. As part of this class, students were able to explore the writing process and learn to enhance their work using description, dialogue, humor, and personal insight to develop a short story. Participants worked to organize their thoughts and ideas on paper to bring stories to life. During the 'Programming Basics' class, students learned basic programming skills in order to create and develop their own interactive stories and games. A free online tool was utilized by the participants to solve problems, design projects, and express themselves creatively on computers.

Mountain Maryland Music Institute summer music programs (2019)
Students from the first week of the Garrett College Mountain Maryland Music Institute publicly displayed their progress and skills in a culminating performance in the auditorium at the College's McHenry campus at the end of June.

String ensemble (ages 12-17) focused on technique, ensemble repertoire, and music theory in a group setting. In the piano session (ages 8-17), students focused on technique, repertoire, and music theory. Both sessions had the opportunity to enjoy outdoor activities as well.

Two more weeks of music camp sessions took place in July in choral, elementary choral, middle school instrumental and high school instrumental sessions.

Accountability Indicators

Garrett College's Board of Trustees-approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2014 cohort are attached in the GC 2019 PAR Template Excel file and Degree Progress file (reference separate tabs for each analyses, including minority analyses).

Board of Trustees Approval

This report was approved by the Garrett College Board of Trustees on September 17, 2019.

Garrett College
2019 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	22.9%	30.6%	29.9%	36.0%
B.	Credit students with developmental education needs	83.6%	81.9%	77.6%	53.0%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	41.5%	40.1%	45.5%	44.7%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	N/A	N/A

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	53.2%	47.9%	48.3%	41.3%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	90.7%	84.3%	90.3%	86.5%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	14.2%	11.7%	8.8%	10.9%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	86.5%	84.1%	85.3%	85.6%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	35.3%	34.6%	25.7%	32.3%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.7%	1.5%	1.8%	1.8%
	b. Black/African-American only	23.6%	24.9%	20.9%	17.0%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.1%	0.6%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.0%	0.1%	0.0%
	e. Asian only	0.3%	0.0%	0.1%	0.3%
	f. White only	69.4%	69.2%	73.4%	77.4%
	g. Multiple races	2.9%	2.6%	2.1%	1.2%
	h. Foreign/Non-resident alien	1.4%	1.3%	1.3%	1.7%
	i. Unknown/Unreported	0.1%	0.1%	0.0%	0.0%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$5,047	$6,672	$5,532	$7,033
	b. Median income three years after graduation	$21,590	$17,847	$17,752	$26,254

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	5,509	5460	5,222	5,588	**5,300**
	b. Credit students	827	901	908	835	**900**
	c. Continuing education students	4,766	4701	4,386	4,801	**4,800**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	88.1%	76.1%	75.2%	77.9%	**85.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	57.1%	72.0%	58.6%	73.2%	**66.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	72.1%	88.8%	75.7%	68.9%	**83.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	64	110	121	**133**	**80**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	1,129	1484	1,197	1,191	**1,500**
	b. Continuing education	604	40	27	39	**100**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.0%	44.7%	45.7%	46.3%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,009	781	874	795	**1,200**
	b. Annual course enrollments	1,763	1673	1,617	1,456	**2,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	88	161	132	108	**180**
	b. Annual course enrollments	129	239	208	154	**250**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	Benchmark **Fall 2020**
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	29.7%	29.7%	25.5%	22.5%	**28.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	0.8%	0.6%	2.7%	2.9%	**1.2%**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	2.6%	2.8%	2.8%	2.9%	**Not Applicable**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	Benchmark **Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	17.4%	10.0%	9.5%	9.5%	**16.0%**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	Benchmark **Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	3.3%	4.9%	3.8%	4.0%	**8.0%**

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	61.7%	57.1%	46.3%	39.0%	**57.0%**
	b. College-ready students	52.1%	75.0%	76.8%	71.4%	**62.0%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	61.7%	57.1%	52.1%	43.0%	**57.0%**
	b. Non-recipients	52.1%	75.0%	60.0%	62.0%	**62.0%**

Garrett College
2019 ACCOUNTABILITY REPORT

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	65.5%	52.5%	67.1%	74.6%	**65.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.7%	89.2%	88.6%	91.3%	**97.0%**
b. Developmental completers	73.9%	78.6%	80.8%	84.1%	**83.0%**
c. Developmental non-completers	43.8%	45.9%	27.3%	25.0%	**Not Applicable**
d. All students in cohort	70.4%	70.0%	73.8%	81.2%	**80.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	82.3%	65.2%	67.7%	78.9%	**72.0%**
b. Asian only	*	*	*	*	**0.0%**
c. Hispanic/Latino	*	*	*	*	**0.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	69.0%	86.5%	82.9%	89.1%	**80.0%**
b. Developmental completers	65.2%	63.5%	74.0%	80.0%	**70.0%**
c. Developmental non-completers	43.8%	45.9%	27.3%	25.0%	**Not Applicable**
d. All students in cohort	61.7%	61.6%	68.2%	77.8%	**69.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	79.0%	63.8%	62.9%	73.2%	**72.0%**
b. Asian only	*	*	*	*	**0.0%**
c. Hispanic/Latino	*	*	*	*	**0.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	45	49	38	43	**55**
b. Transfer degrees	62	100	73	64	**75**
c. Certificates	0	1	1	2	**10**
d. Total awards	107	150	112	109	**140**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	212	228	191	181	**250**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	26	32	31	36	**35**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	80.0%	60.0%	96.2%	96.2%	**75.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

23	Non-returning student satisfaction with educational goal achievement	71.4%	N/A	N/A	N/A	**80.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	N/A	80.0%	60.0%	81.3%	**75.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. ADD AS APPROPRIATE	N/A	N/A	N/A	N/A	**Not Applicable**
	Number of Candidates					
	b.					
	Number of Candidates					
	c.					
	Number of Candidates					
	d.					
	Number of Candidates					
	e.					
	Number of Candidates					
	f.					
	Number of Candidates					
	g.					
	Number of Candidates					
	h.					
	Number of Candidates					

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	82.1%	84.6%	81.3%	**85.0%**
	b. Mean GPA after first year	Not Available	2.81	2.80	2.7%	**2.80**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	34.5%	34.4%	33.8%	33.0%	**37.0%**
	b. Academic support	8.8%	9.6%	8.4%	8.2%	**9.0%**
	c. Student services	18.2%	18.3%	16.7%	18.5%	**18.0%**
	d. Other	38.5%	37.7%	41.1%	40.2%	**36.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	77.8%	100.0%	100.0%	80.0%	**85.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	57.1%	100.0%	100.0%	50.0%	**85.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,262	4,182	3,734	4,184	**4,500**
	b. Annual course enrollments	11,389	11,314	8,801	8,774	**9,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,056	1,144	698	668	**1,400**
	b. Annual course enrollments	1,579	1,991	1,021	828	**2,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	45	42	43	39	**50**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,858	2,339	2,584	2,984	**3,000**
	b. Annual course enrollments	9,549	8,081	7,014	6,767	**7,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	96.0%	100.0%	95.0%	**97.0%**

Fall 2014 Garrett College

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	271		58		159		54	
2	Number attempting fewer than 18 hours over first 2 years	64		12		14		38	
3	Cohort for analysis (Line 1 – Line 2)	207	100.0%	46	100.0%	145	100.0%	16	100.0%
4	Earned Associate degree from this community college	84	40.6%	30	65.2%	54	37.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	84	40.6%	30	65.2%	54	37.2%	0	0.0%
7	Transferred to Maryland two-year/technical college	40	19.3%	7	15.2%	31	21.4%	2	12.5%
8	Transferred to Maryland public four-year college	60	29.0%	19	41.3%	41	28.3%	0	0.0%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	4	1.9%	0	0.0%	3	2.1%	1	6.3%
11	Transferred to out-of-state four-year college or university	35	16.9%	10	21.7%	24	16.6%	1	6.3%
12	Total transfers (sum of Lines 7 - 11)	139	67.1%	36	78.3%	99	68.3%	4	25.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	62	30.0%	25	54.3%	37	25.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	161	77.8%	41	89.1%	116	80.0%	4	25.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	6	2.9%	1	2.2%	5	3.4%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	167	80.7%	42	91.3%	121	83.4%	4	25.0%
17	Enrolled at this community college last term of study period	1	0.5%	0	0.0%	1	0.7%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	168	81.2%	42	91.3%	122	84.1%	4	25.0%

Fall 2014 Garrett College

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	95		1		8		146	
2	Number attempting fewer than 18 hours over first 2 years	24		1		3		29	
3	Cohort for analysis (Line 1 – Line 2)	71	100.0%	0	100.0%	5	100.0%	117	100.0%
4	Earned Associate degree from this community college	15	21.1%	0	#DIV/0!	0	0.0%	61	52.1%
5	Earned certificate, but no degree, from this community college		0.0%	0	#DIV/0!	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	15	21.1%	0	#DIV/0!	0	0.0%	61	52.1%
7	Transferred to Maryland two-year/technical college	18	25.4%	0	#DIV/0!	0	0.0%	21	17.9%
8	Transferred to Maryland public four-year college	20	28.2%	0	#DIV/0!	2	40.0%	34	29.1%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	#DIV/0!	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	2	2.8%	0	#DIV/0!	0	0.0%	2	1.7%
11	Transferred to out-of-state four-year college or university	6	8.5%	0	#DIV/0!	3	60.0%	23	19.7%
12	Total transfers (sum of Lines 7 - 11)	46	64.8%	0	#DIV/0!	5	100.0%	80	68.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	9	12.7%	0	#DIV/0!	0	0.0%	47	40.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	52	73.2%	0	#DIV/0!	5	100.0%	94	80.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	3	4.2%	0	#DIV/0!	0	0.0%	3	2.6%
16	Successful transition to higher ed (Line 14 + Line 15)	55	77.5%	0	#DIV/0!	5	100.0%	97	82.9%
17	Enrolled at this community college last term of study period	1	1.4%	0	#DIV/0!	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	56	78.9%	0	#DIV/0!	5	100.0%	97	82.9%

2019 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT
HARFORD COMMUNITY COLLEGE

1. Mission

During the 2018-2019 academic year, Harford Community College (HCC) continued to embrace, follow, and strive to achieve the goals in the 2013-2017 Strategic Plan approved by the Board of Trustees in March 2013 and extended through June 2019, with a new strategic plan beginning in July 2019.

The mission for the 2018-2019 academic school year was:

Harford Community College provides accessible, innovative learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.

2. Institutional Assessment

Access Indicators

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

Although HCC experienced a slight decrease in the Market Share First-Time, Full-Time Freshman metric to 51.9% (indicator 2), which is below the benchmark Fall 2020 target, the College continues to experience growth in the High School Student Enrollment metric to 804 students (indicator 5), which exceeds the benchmark for Fall 2020 target. Furthermore, HCC experienced a modest increase in the Minority Student Enrollment Compared to Service Area Population metric in credit programs to 28.6% (indicator 10a), which is above the benchmark FY 2020 target, perhaps in response to an increase in the Percent Nonwhite Service Area Population metric (indicator 10c). Targeted enrollment initiatives—including outreach programs like One Step Away, which provides one-on-one advising and support services for re-admission to the College—may have contributed to increases in this population.

Regarding the cost of education, HCC tuition and fees for credit courses as a percentage of tuition and fees at Maryland public four-year institutions experienced a slight increase (indicator 7). This increase may be attributed to the statewide incentive offered to colleges that hold tuition increases at no more than 2%; HCC participated in this incentive for the current reporting period.

Additionally, after experiencing an increase in course enrollments in the previous reporting period for the Continuing Education Community Service and Lifelong Learning metric (indicator 8), enrollments were down in FY 2018 to 4,988 for the Unduplicated Annual Headcount metric

(indicator 8a) and to 10,335 for the Annual Course Enrollments metric (indicator 8b). However, the results for indicator 8 exceed the benchmark FY 2020 target. For enrollments in the Continuing Education Basic Skills and Literacy Courses metric (indicator 9), enrollment numbers were down for FY 2018 to 885 for the Unduplicated Annual Headcount metric (indicator 9a), and 2,533 for the Annual Course Enrollments metric (indicator 9b). Continuing Education continues to cultivate strong connections with the Office of Communications to grow programs in these areas, and represented HCC at community events throughout the reporting period.

While HCC made progress in hiring non-white full-time administrative and professional staff (indicator 12), progress toward its goal of 12.6% non-white full-time faculty is below the benchmark Fall 2020 target (indicator 11). HCC is committed to hiring the most highly qualified faculty possible while also striving to diversify its faculty. HCC continues to work toward closing the gap, with four minority part-time faculty members hired in the 2018-2019 calendar year.

Harford Community College Response to Commission Questions

Commission Assessment: *The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.*

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated, "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions oftentimes may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s), and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Harford Community College continues to focus resources on eradicating attainment gaps due to income, race, gender, and ethnicity. Direct interventions include expanding the My College Success Network, which is designed to reduce the attainment gap between Black/African American and Caucasian students. Although created to empower and support Black/African American students, all students, regardless of ethnicity, are welcomed to participate.

Other direct interventions include Soar2Success, which supports social and cultural activities; iPrep, which is a week-long academic review program that prepares students for upcoming academic requirements; and Academic Success Coaching, which supports success, retention, and degree completion for African American students. Furthermore, HCC received a four-year

National Science Foundation grant for scholarships in STEM in 2017. The grant work, which includes faculty serving as mentors, is designed to increase the number of low-income students in STEM majors.

While the My College Success Network is showing promise in helping to eradicate the attainment gap (indicator 17 and indicator 19), further reform is needed to ensure a College-wide approach to addressing retention, persistence, and graduation challenges. HCC recognizes the need for continuous improvements across the campus community, including the student experience. Reforms have included a redesign of developmental courses to create an accelerated mathematics course sequence and an alternative learning pathway in English for students requiring developmental writing. Furthermore, the College has implemented an early alert system for students in defined programs such as Athletics and the My College Success Network.

This past academic year has been a year of knowledge sharing, change, and planning for HCC; the College community has been more deliberately utilizing data to inform decisions about students and academic success. In June 2018, HCC joined Achieving the Dream (ATD), a comprehensive non-governmental reform initiative for student success. ATD efforts facilitate cross-campus collaborations that focus on developing clear pathways designed to help students seamlessly transition into baccalaureate programs or careers that provide living wages. HCC created an interdisciplinary steering committee that focused the entire College community on the seven ATD capacities. These capacities promote successful practice that ensures completion across all student demographics, with a specific focus on improving the success rates for low-income students and students of color. In early Fall 2018, a broad cross-section of campus employees took the Institutional Capacity Assessment Tool (ICAT), which allowed the College community to self-assess the current progress in each of the seven capacity areas and resulted in identifying potential areas for growth and improvements. Through the 2018-2019 academic year, cross-campus collaborations aligned existing programs and created new initiatives that scaled to support ATD outcomes. In years two and three of ATD membership, HCC plans to create an integrated system of holistic, student-centered reforms that lead to educational and career success for the College community.

Concurrent with the ATD initiative, throughout the 2018-2019 academic year HCC undertook an extensive, inclusive, collaborative strategic planning process that brought together members of the campus community with leaders in local business, government, and public education. Led by three tri-chairs and a steering committee representing a diverse cross-section of the College, the strategic planning process developed a new mission, a new vision, and new values that enable HCC to serve the needs of students, employees, and the larger community. The College's new strategic plan was officially approved by the Board of Trustees on June 11, 2019, and went into effect on July 1, 2019. During the 2019-2020 academic year, the College expects to align ATD strategies and action plans with the new five-year strategic plan.

To support ATD and the new Strategic Plan, HCC established an ATD Data Team whose purpose was to collect, interpret, and share data regarding the student lifecycle while enhancing data-informed decision-making methods. The Data Team worked collaboratively with the ATD Core Team to define and operationalize key student success metrics. Furthermore, HCC deployed HelioCampus, a data analytics and visualization platform that has enhanced the College's data

analysis and decision-making capabilities. The College deployed HelioCampus in April 2019 and continues to expand capabilities to support ATD, the new strategic plan, and the evaluation of key performance indicators.

Additional plans for the 2019-2020 academic year include scaling HCC's iPrep Scholar Week, a summer bridge program for new students who place into one or more transition courses. Initial findings show that students who complete this weeklong orientation and refresher curricula in math, reading, and writing, and who take the placement exam afterward, are more likely to move up into either a higher level transition course or directly into a college-level course. HCC also plans to work with new GED graduates to support and encourage them to enroll in a certificate or degree program.

Harford Community College continues to focus resources on student success. By joining Achieving the Dream and unifying student success efforts across the campus, and beyond the My College Success Network and other services, HCC is committed to actualizing the goal of the strategic plan and ATD of eradicating the attainment gap.

Success Indicators

Harford Community College continues its efforts in support of **_Goal 2_** (**_Success: promote and implement practices and policies that will ensure student success_**). The College focused particular attention on students with needs in developmental coursework, resulting in a steady increase since the Fall 2011 cohort in the Developmental Completers After Four Years metric, which is 58% (indicator 15). HCC's success exceeds the benchmark Fall 2016 Cohort performance target for indicator 15.

For students requiring developmental English and reading courses, several initiatives designed to promote completion have been implemented. For example, the Accelerated Learning Program (ALP) was established to allow students to complete developmental writing as a co-requisite with English 101. Integrated reading and writing courses were designed for students to complete developmental coursework simultaneously in a single course. In mathematics, Term Two courses were created to provide individualized instruction to students who did not master concepts in Term One. Also, a course placement exception process remains in place to provide all students the opportunity to appeal their Accuplacer course placement. The most recent examination of data related to the course placement exception process (from FY 18) indicates that, for English, about 67% of students approved for the course placement exemption passed the English course, which is an increase from 60% over the previous reporting period. For math, about 69% of approved students passed the math course, which is a nominal decrease from 74% reported in the previous reporting period.

After increasing for several years, the fall-to-fall retention rate for developmental students (indicator 13a) experienced a nominal decrease for the Fall 2017 cohort. The fall-to-fall retention rate for college-ready students is 69.2%, which is above the benchmark Fall 2019 Cohort target (indicator 13b). The fall-to-fall retention rate (indicator 14a) for Pell grant recipients experienced a nominal decrease to 56.0%, which may reflect an adjustment for students from lower-income

families and first-generation college students. The fall-to-fall retention rate (indicator 14b) for non-recipients increased to 70.6%. The Developmental Completers after Four Years metric (indicator 15) continued to increase and currently exceeds the benchmark Fall 2016 Cohort target.

As a result of efforts such as the My College Success Network and Soar2Success—designed in part to enhance persistence among students, particularly those who are underprepared—HCC noted a successful-persister rate after four years for developmental completers of 83.8% (indicator 16b). In contrast, the successful-persister rate after four years for college-ready students reached 90.6% (indicator 16a), which exceeds the benchmark Fall 2016 Cohort target. HCC's successful-persister rate for all students in the cohort reached 80.6% (indicator 16d), which exceeds the benchmark Fall 2016 Cohort target. HCC's diverse student population showed an increase in the successful-persister rate for Black/African-American only students (indicator 17a) while experiencing a decrease in the metric for Hispanic students (indicator 17c). Although focused efforts such as the My College Success Network and Soar2Success contributed to increases in the persistence rate (indicator 17a) and graduation rate (indicator 19a) for Black/African-American students, the efforts have not yet reached the benchmark Fall 2016 Cohort targets.

HCC continues to use My College Success Network, academic coaching, student success advising, and other student support services to empower all students toward academic success. For example, HCC has fully implemented an assigned advisor model, which allows for more immediate, personalized advising interventions throughout the student lifecycle. Also, HCC has implemented the DegreeWorks degree-planning program to get all students on a credential track very early in their college careers. Furthermore, as part of the Achieving the Dream initiative, HCC will work to scale successful programs to serve a greater number of students.

HCC's graduation-transfer rate indicates that the most recently reported cohort for all college-ready students increased to 77.4% (indicator 18a), and to 63.8% (indicator 18d) for all students for the same cohort; both indicators exceed the benchmark Fall 2016 targets. HCC was pleased to award 954 credit certificates and associate degrees (indicator 20), a slight decline from the previous year, which aligned with a slight decrease in overall credit enrollment. The enrollment in STEM programs experienced a nominal decline in the Credit Enrollment metric with an enrollment of 1,904 (indicator 21a). The STEM Credit Award metric is 322 (indicator 21b), which exceeds the FY 2020 benchmark of 270.

Although the number of NCLEX RN candidates for the Licensure/Certification Examination Pass Rates metric (indicator 25a) decreased to 111, the pass rate for those candidates increased to 92.8%, which is above the benchmark FY 2020 target. The number of medical assisting candidates for the Licensure/Certification Examination Pass Rates metric (indicator 25c) increased to 24, which exceeds the benchmark FY 2020 target. The pass rate for medical assisting candidates also increased to 62.5%, which is still below the benchmark FY 2020 target. It is important to note that for medical assisting, there are several national accrediting bodies and only one certification board that reports results back to HCC; therefore, some students may choose certification from a non-reporting board. Efforts to bolster declining NCLEX-RN pass rates include extensive preparation for the exam. Also, during the last semester of the program, students are given the ATI NCLEX-RN predictor. Each student who takes the exam receives an individualized remediation plan for mastery in deficient content areas in preparation for the NCLEX-RN. Students are required as part

of the course to complete the remediation plan.

The performance of HCC graduates at their transfer institutions experienced a nominal decline. For the AY 2017-2018, 88.2% of graduates achieved a GPA of 2.0 or above during their first year of attendance (indicator 26a), and the mean GPA decreased to 2.93% (indicator 26b), both of which figures are below the benchmark for AY 2019-2020 targets. Student success initiatives including Achieving the Dream; My College Success Network; Advising, Career, and Transfer Services; and the Center for Excellence in Teaching and Learning strive to improve student outcomes and promote lifelong learning. HCC continues to promote campus-wide improvements to student services that support the benchmark attainment.

HCC continues to evaluate expenditures by function across the organization (indicator 27). Fund allocations in FY 2018 met or exceeded the benchmark FY 2020 targets for academic support (indicator 27b) at 14.5%, student services (indicator 27c) at 12%, and other (indicator 27d) at 35.2%. The largest allocation of funds supports instruction (indicator 27a) at 38.3%, which is a nominal decline from the previous year. Approximately one-third of funds were expended in the "other" category to support institutional scholarships, tuition waivers, and College work-study stipends.

HCC continues to optimize its enrollment management processes in response to the decline in enrollments at most Maryland community colleges. The Strategic Enrollment Management Council is composed of faculty and staff who represent both Academic Affairs and Student Affairs, and continues to set short-term and long-term measurable goals, design integrated and interdisciplinary programs and interventions based on best practices, and educate the campus community on all student lifecycle planning initiatives. The Strategic Enrollment Management Council analyzes data focused on student retention, success, and completion. For the academic year 2018-2019, the Strategic Enrollment Management Council formulated action plans that supported improvements in recruitment, retention, and completion rates. For the academic year 2019-2020, HCC expects to align those action plans with the new strategic plan, along with the appropriate objectives and assessment metrics.

Furthermore, as noted, HCC's participation in the Achieving the Dream initiative focuses College resources on student success, including improvements in retention and completion. For the academic year 2018-2019, the College sponsored two data summits focused on understanding the changing demographics of the College's student population and understanding how data informs decisions. During the academic year 2019-2020, HCC expects to align the Achieving the Dream programs with the strategies, objectives, and action plans of the new strategic plan.

Innovation Indicators

Harford Community College is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*. HCC continues to work to improve enrollments in continuing education and workforce development (indicator 30). While both the unduplicated annual headcount (indicator 30a) and annual enrollments (indicator 30b) were down slightly to 4,863 and 9,243 respectively for FY

2018, they still exceed the benchmark FY 2020 target. Enrollment in continuing professional education leading to government or industry-required certification or licensure unduplicated annual headcount (indicator 31a) decreased to 2,251 for FY 2018, while annual course enrollments (indicator 31b) experienced a nominal decline to 3,594 for the same period; however, both indicators are above the benchmark FY 2020 target. Also, the number of business organizations provided training services under contract (indicator 32) increased to 39, which is above the benchmark FY 2020 target. Employer satisfaction with contract training remains strong at 100%, which meets the benchmark FY 2020 target. HCC continues to refocus the Continuing Education department on making improvements in the registration process, the reorganization of staffing patterns, and the reallocation of funds. Reforms in Continuing Education will continue to enhance enrollment and improve community outreach.

During the academic year 2018-2019, HCC deployed the HelioCampus data platform and continues to expand the College's data-informed capabilities to support Achieving the Dream, the new strategic plan, and the evaluation of key performance indicators. HCC now has over 15 data visualization dashboards focused on presenting performance indicators to decision-makers, including enrollment trends, degree type headcount, and financial aid summaries. HCC continues to develop the College's data literacy capabilities through weekly HelioCampus training sessions for data consumers, as well as data initiatives from the Achieving the Dream Core and Data Teams and the College's Data Governance Committee. During the 2019-2020 academic year, HCC will deploy dashboards in student retention, student persistence, financial aid, and other areas in its ongoing effort to make data available to the College community.

Furthermore, during the 2018-2019 academic year, HCC continued its effort to improve business processes. HCC worked with consultants to identify 10 improvement areas, including financial aid, registration, finance, and admissions. During the 2018-2019 academic year, College leadership prioritized projects for finance, student services, and information technology operations. For the 2019-2020 academic year, HCC expects to implement projects that modernize processes and improve operations that enhance student success.

3. Community Outreach and Impact

Harford Community College has a significant impact on the community and seeks opportunities to interact with residents, employers, and visitors. The Chesapeake Center on HCC's campus is a focal point for community activities and College operations. The Chesapeake Gallery and Theater are central educational links between the community and the practice of art, design, and theater in the region. The College continues to plan for a renovation of the Chesapeake Center that will nearly double its size. HCC expects to complete renovations in 2022, when the center will support student services including Admissions, Registration, and Financial Aid, as well as the gallery and theater. The College intends to have the Chesapeake Center be the College's "front door" for the community.

HCC demonstrates its commitment to be a cornerstone of the community through partnerships with local employers, public and private schools, higher education institutions, and cultural organizations. For example, HCC and Towson University continue to work together toward

student success through the 2+2 articulation agreement, which allows students to complete an associate and bachelor's degree in one of eight available degree programs. Once students earn an associate's degree at HCC, they can start their bachelor's degree at Townson University in Northeastern Maryland (TUNE), which is on HCC's campus. Also, HCC partnered with Harford Public Schools (HCPS) on Teacher Education Connection Day, an event attended by 118 prospective education majors. Students had the option of participating in different workshops focused on learning about the required field placements in the teacher education programs, different areas of teaching certification in Maryland, reasonable accommodations for both students and staff with disabilities, and higher-level thinking skills. Students could also sign up for an interactive session to create an interactive book or mathematics game for young children.

The annual Arts & Humanities Connection Day sponsored by HCPS and HCC supported 157 students from local high schools who participated in a day of demonstrations and class participation. Programs included Art + Design, Mass Communications, Music, and Theatre. The day ended with students choosing to attend either a musical or theatre performance.

HCC also launched a new branding campaign in Spring 2018, through which the College expanded its presence in the community. HCC now participates in a monthly community event in Havre de Grace called First Friday. The College also co-sponsored the Upper Chesapeake Pride event in Havre de Grace in June 2019. Furthermore, the Hays-Heighe House, a renovated historic home located on the campus, hosted over 1,100 visitors to a variety of programs and sponsored events last year. Programs such as "The Unintended Consequences of the Treaty of Versailles," "Votes for Women: Taking our Place in Politics," and "World War I's Long Shadow" expanded cultural and community learning at the College.

4. Accountability Indicators

See attached HCC 2018 Accountability Indicators Table.

Please note that HCC's Office of Analytics and Planning re-ran the FY 2017 data using MHEC's parameters, which led to a difference of 466 annual course enrollments. MHEC instructed HCC to footnote the new submission to indicate the FY 2017 data that was corrected.

Harford Community College
2019 ACCOUNTABILITY REPORT

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	63.3%	64.5%	64.2%	66.0%
B.	Credit students with developmental education needs	58.0%	59.0%	51.1%	50.2%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	25.5%	30.8%	23.9%	22.0%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	276	324	291	289

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	25.1%	21.0%	20.0%	21.8%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	42.5%	41.0%	42.7%	45.4%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	27.3%	26.2%	25.4%	25.6%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	74.9%	72.4%	73.0%	74.5%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	53.0%	46.9%	46.0%	57.6%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.8%	5.1%	5.0%	5.5%
	b. Black/African-American only	15.2%	16.0%	16.3%	15.8%
	c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.1%
	e. Asian only	2.0%	2.6%	2.5%	2.7%
	f. White only	72.7%	70.5%	70.2%	69.9%
	g. Multiple races	3.0%	3.2%	3.5%	3.5%
	h. Foreign/Non-resident alien	1.0%	1.0%	1.2%	1.1%
	i. Unknown/Unreported	0.8%	0.9%	0.8%	1.0%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$16,485	$14,177	$13,052	$15,922
	b. Median income three years after graduation	$43,381	$42,553	$48,800	$47,334

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	19,780	18,671	19,142	18,054	**21,158**
	b. Credit students	9,189	8,921	8,991	8,225	**9,658**
	c. Continuing education students	11,147	10,276	10,624	10,231	**11,500**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	60.7%	59.0%	55.6%	51.9%	**62.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	71.3%	71.3%	68.9%	68.8%	**72.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	67.4%	68.5%	69.5%	65.5%	**70.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	535	664	737	807	**540**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	9,122	9,011	9,561	9,188	**9,500**
	b. Continuing education	464	608	267	298	**500**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	47.3%	49.3%	48.9%	49.1%	**40.0%**

		FY 2015	FY 2016	FY 2017*	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,415	4,800	**4,990**	4,988	**4,800**
	b. Annual course enrollments	9,987	10,558	**10,317**	10,335	**10,250**

		FY 2015	FY 2016	FY 2017*	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,020	1,090	**1,030**	885	**1,140**
	b. Annual course enrollments	2,613	2,988	**2,880**	2,533	**3,000**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	26.0%	28.1%	28.4%	28.6%	**26.5%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	16.3%	18.1%	17.7%	18.8%	**16.5%**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	20.5%	20.9%	21.6%	22.2%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	9.9%	9.9%	9.0%	9.0%	**12.6%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	15.6%	12.7%	17.1%	19.3%	**20.0%**

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	53.8%	53.6%	56.8%	55.8%	**58.0%**
	b. College-ready students	72.8%	69.2%	70.9%	69.2%	**68.0%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	50.8%	50.8%	57.3%	56.0%	**52.0%**
	b. Non-recipients	68.6%	64.7%	68.8%	70.6%	**Not Applicable**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	51.4%	53.2%	54.8%	58.0%	**54.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	88.1%	89.7%	89.3%	90.6%	**90.0%**
b. Developmental completers	82.5%	87.0%	83.9%	83.8%	**86.0%**
c. Developmental non-completers	40.1%	43.5%	32.2%	29.1%	**Not Applicable**
d. All students in cohort	76.5%	81.4%	79.9%	80.6%	**77.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	62.7%	71.2%	64.2%	66.0%	**77.0%**
b. Asian only	n<50	n<50	n<50	n<50	**n<50**
c. Hispanic/Latino	70.6%	n<50	77.2%	69.1%	**77.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.1%	70.5%	73.5%	77.4%	**74.0%**
b. Developmental completers	58.2%	61.0%	59.8%	59.9%	**65.0%**
c. Developmental non-completers	30.2%	26.6%	22.8%	23.6%	**Not Applicable**
d. All students in cohort	56.5%	59.3%	61.5%	63.8%	**60.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	44.7%	46.2%	43.8%	51.0%	**60.0%**
b. Asian only	n<50	n<50	n<50	n<50	**n<50**
c. Hispanic/Latino	58.8%	n<50	54.4%	54.5%	**60.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	286	290	289	251	**280**
b. Transfer degrees	718	798	778	633	**844**
c. Certificates	55	60	58	70	**72**
d. Total awards	1,059	1,148	1,125	954	**1,196**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	1,908	1,886	1,951	1,904	**2,000**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	276	300	348	322	**270**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	99.3%	98.7%	96.5%	99.4%	**95.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

23	Non-returning student satisfaction with educational goal achievement	75.3%	69.4%	53.2%	59.3%	**65.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	80.0%	86.7%	70.7%	75.4%	**80.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a. NCLEX RN	88.3%	87.7%	83.0%	92.8%	**90.0%**
	Number of Candidates	137	122	129	111	**140**
	b. NCLEX PN	0.0%	100.0%	0.0%	0.0%	**90.0%**
	Number of Candidates	0	2	0	0	**0**
	c. MEDICAL ASSISTING	69.2%	74%	57.1%*	62.5%	**73.0%**
	Number of Candidates	13	31	14*	24	**15**

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	90.0%	90.1%	88.2%	**90.0%**
	b. Mean GPA after first year	Not Available	2.96	2.98	2.93	**2.96**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
27	Expenditures by function					
	a. Instruction	40.9%	40.3%	40.2%	38.3%	**41.0%**
	b. Academic support	13.8%	14.3%	13.8%	14.5%	**14.0%**
	c. Student services	12.1%	12.2%	11.7%	12.0%	**12.0%**
	d. Other	33.2%	33.1%	34.3%	35.2%	**33.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
28	Full-time employed career program graduates working in a related field	88.0%	97.0%	89.5%	81.4%	**92.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	86.4%	81.3%	85.7%	69.8%	**86.0%**

		FY 2015	FY 2016	FY 2017*	FY 2018	**Benchmark FY 2020**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,013	4,813	**5,119**	4,863	**4,100**
	b. Annual course enrollments	6,843	8,784	**9,501**	9,243	**7,000**

		FY 2015	FY 2016	FY 2017*	FY 2018	**Benchmark FY 2020**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,817	2,103	**2,408**	2,251	**2,000**
	b. Annual course enrollments	2,651	3,042	**3,568**	3,594	**2,900**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
32	Number of business organizations provided training and services under contract	29	25	35	39	**30**

		FY 2015	FY 2016	FY 2017*	FY 2018	**Benchmark FY 2020**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	593	799	**1,550**	1,595	**700**
	b. Annual course enrollments	712	987	**1,897**	2,034	**800**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	**100.0%**

* Incorrect data was reported last year, these are the corrected data.

HARFORD COMMUNITY COLLEGE	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1513		614		521		378	
2 Number attempting fewer than 18 hours over first 2 years	404		106		47		251	
3 Cohort for analysis (Line 1 – Line 2)	1109	100.0%	508	100.0%	474	100.0%	127	100.0%
4 Earned Associate degree from this community college	421	38.0%	257	50.6%	163	34.4%	1	0.8%
5 Earned certificate, but no degree, from this community college	1	0.1%	1	0.2%	0	0.0%	0	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	422	38.1%	258	50.8%	163	34.4%	1	0.8%
7 Transferred to Maryland two-year/technical college	74	6.7%	24	4.7%	38	8.0%	12	9.4%
8 Transferred to Maryland public four-year college	356	32.1%	224	44.1%	129	27.2%	3	2.4%
9 Transferred to Maryland private four-year college or university	21	1.9%	16	3.1%	5	1.1%	0	0.0%
10 Transferred to out-of-state two-year/technical college	32	2.9%	4	0.8%	19	4.0%	9	7.1%
11 Transferred to out-of-state four-year college or university	94	8.5%	56	11.0%	32	6.8%	6	4.7%
12 Total transfers (sum of Lines 7 - 11)	577	52.0%	324	63.8%	223	47.0%	30	23.6%
13 Graduated from this college and transferred (Line 6 ∏ Line 12)	292	26.3%	189	37.2%	102	21.5%	1	0.8%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	707	63.8%	393	77.4%	284	59.9%	30	23.6%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	171	15.4%	63	12.4%	103	21.7%	5	3.9%
16 Successful transition to higher ed (Line 14 + Line 15)	878	79.2%	456	89.8%	387	81.6%	35	27.6%
17 Enrolled at this community college last term of study period	16	1.4%	4	0.8%	10	2.1%	2	1.6%
18 Successful or persisting (Line 16 + Line 17)	894	80.6%	460	90.6%	397	83.8%	37	29.1%

HARFORD COMMUNITY COLLEGE	African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1 First-time full- and part-time fall headcount	246		36		76		1049	
2 Number attempting fewer than 18 hours over first 2 years	99		10		21		237	
3 Cohort for analysis (Line 1 – Line 2)	147	100.0%	26	100.0%	55	100.0%	812	100.0%
4 Earned Associate degree from this community college	36	24.5%	10	38.5%	13	23.6%	339	41.7%
5 Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	1	0.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	36	24.5%	10	38.5%	13	23.6%	340	41.9%
7 Transferred to Maryland two-year/technical college	16	10.9%	4	15.4%	6	10.9%	43	5.3%
8 Transferred to Maryland public four-year college	32	21.8%	10	38.5%	12	21.8%	286	35.2%
9 Transferred to Maryland private four-year college or university	3	2.0%	0	0.0%	0	0.0%	17	2.1%
10 Transferred to out-of-state two-year/technical college	2	1.4%	1	3.8%	2	3.6%	27	3.3%
11 Transferred to out-of-state four-year college or university	9	6.1%	1	3.8%	4	7.3%	76	9.4%
12 Total transfers (sum of Lines 7 - 11)	62	42.2%	16	61.5%	24	43.6%	449	55.3%
13 Graduated from this college and transferred (Line 6 ∏ Line 12)	23	15.6%	8	30.8%	7	12.7%	241	29.7%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	75	51.0%	18	69.2%	30	54.5%	548	67.5%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	20	13.6%	4	15.4%	6	10.9%	131	16.1%
16 Successful transition to higher ed (Line 14 + Line 15)	95	64.6%	22	84.6%	36	65.5%	679	83.6%
17 Enrolled at this community college last term of study period	2	1.4%	1	3.8%	2	3.6%	8	1.0%
18 Successful or persisting (Line 16 + Line 17)	97	66.0%	23	88.5%	38	69.1%	687	84.6%

Howard Community College

Section 1: Mission

Howard Community College's (HCC) mission statement: Providing pathways to success.

Section 2: Institutional Assessment

Academic, Demographic and Financial Trends
Howard Community College experienced a decline in enrollment in credit FTEs in fiscal year (FY) 2019 of 1.49 percent. No enrollment increase was anticipated in FY19. In FY18, the college and the Howard County Public School System (HCPSS) entered into an updated memorandum of understanding for dual enrollment, promoting a new program called JumpStart. With this revised agreement, the college saw an increase in its spring 2019 dual enrollment programs of 85.3 percent over spring 2018. However, based on the improving economy and the expectation that it will take a few years for the JumpStart program to have an impact on overall enrollment, the college is expecting little or no increase in overall enrollment in FY20. In FY19, noncredit FTEs declined .07 percent. Areas of decline in the noncredit division included the General Services Administration government contract training and adult basic education. However, areas of growth in noncredit included the English Language Center (ELC) special projects, child care training, allied health and business training courses and contracts. Combining credit and noncredit FTEs, the college had an overall decline in FTEs of 1.22 percent for FY20.

This summer, the college opened the last phase of the newly renovated nursing building and the former science and technology building (N/ST), which were renamed Howard Hall and Academic Commons. The construction began in summer 2017. The renovation of the former N/ST buildings was due to the opening of the health sciences building in 2013 and the move of the science programs into the new science, engineering, and technology building in FY17. The newly renovated space includes 62,278 NASF and 107,204 gross square feet for the social sciences, teacher education classrooms and labs, general education classrooms, hospitality and culinary management classrooms and labs, a faculty development center, student learning community spaces, the audio-visual department, a health lab for continuing education courses, and administrative areas.

The college has also received funding to begin the design of the new Mathematics and Athletic Complex, which includes 122,104 net assignable square feet (NASF) and 193,075 gross square feet (GSF). The complex supports current enrollment and growth for the mathematics division and athletics programs while addressing existing facilities inadequacies and severe space deficits. The architects are anticipated to be hired this fall to begin design of the project.

The college's economic position is closely tied to that of the county and the state, with approximately 56 percent of the college's FY19 revenue coming from these two sources. Howard County is considered one of the wealthiest counties in the United States. However, in recent years revenues have not been as robust as the past. The median household income fell from $119,386 in 2016 to $111,576 in 2017 causing the county to drop from the second highest

county in the nation to 13th in median household income. Over the next few years, Howard County revenue growth is anticipated to grow an average two to three percent. County revenue in FY20 is expected to grow only modestly with a projected growth rate of 2.7 percent, based on a forecasted growth of 2.4 percent in the assessable property tax base and a moderate growth in personal income tax. However, current county expenditure requests continue to outpace revenues. The county faces many restraints on growth. The workforce is at full capacity with high labor force participation (71 percent) and very low unemployment (3.8 percent), leaving little room for growth. The impact of the Adequate Public Facilities Ordinance (APFO) passed by the Howard County Council in 2018 is expected to reduce net revenue by $63 million over the next six years, which could grow to $152 million over the next 20 years, based on recent studies. APFO imposed more stringent restrictions on new development. The county's population is aging with the increase of residents over the age of 65. This age group is anticipated to double by 2025. Development patterns in the county are also changing as the attached and multi-unit housing units are increasing, as opposed to single family detached housing that was normally the driver of growth. The multi-unit growth usually features lower residential income and a higher number of persons per unit. Both the aging population and the multi-unit housing increase signal lower income levels and also an increase in service needs. In addition, the county, like the state, is highly reliant on federal employment and procurement, and uncertainty in future federal spending remains a concern.

The college received a 2.45 percent increase from Howard County in the FY20 budget. Long term, the county is limited in land available for development both in quantity and configuration. However, the development of growth corridors and the re-development of downtown Columbia will contribute to the county's long-term economic progress.

The state of Maryland funded the community colleges with a Cade funding formula increase of 3.9 percent for FY20. The one-time state grant for community colleges given in FY19 to keep tuition affordable was eliminated. HCC received an increase of 6.2 percent in FY20 with the Cade funding due to the college's prior growth. However, with the elimination of the one-time grant, the state increase in FY20 will average 4.97 percent. A recent economic report compiled by 24/7 Wall Street ranked Maryland's economy eighth in the nation. The June 2019 unemployment rate decreased to 3.8 percent from 4.3 in June 2018. Through June, Howard County's unemployment rate was 3.1 percent versus 3.6 percent in the prior year and was also the lowest in the state.

The college continues to look for ways to reduce costs. During the FY20 budget process, $277,700 was saved. This included reductions, rebates and savings in the following amounts: $100,000 in energy savings; $5,400 in part-time personnel costs; $20,000 in travel, $33,600 in supplies and mailings; $5,000 in contracted services; $30,000 in insurance; and $83,700 in rebates and the sale of inventory.

In FY19, to address the changing workforce development needs, the college successfully applied to become a registered apprenticeship sponsor through the Maryland Department of Labor, Maryland Apprenticeship and Training Council. The college created a new non-traditional apprenticeship program for construction management. This program is a collaboration between the college's continuing education and workforce development and the science, engineering, and

technology divisions. Through this program, students will take credit classes while being employed full-time by their employers. Upon completion, the students will not only have a guaranteed full-time job, but they will also have obtained a construction management certificate from the college.

The college was also awarded a Career Pathways Grant from Maryland Department of Labor to create a pathway into the allied health profession for foreign-born students in the county. The ELC partnered with Howard County Workforce Investment Board and the Howard County Public Library Project Literacy to offer certified nursing assistant and patient care technician programs to 16 foreign-born students in the county.

To provide a specialized student engagement experience, service learning was implemented in 54 courses throughout the academic curriculum in FY19, reaching 768 students, up 14.6 percent from FY18. The Step UP success coaching program grew substantially for a third consecutive year, serving 271 students, up 11.9 percent from FY18. Honors programs providing added rigor and opportunity engaged 189 students in FY19, up nearly 20 percent from FY18, with growth of nearly 25 percent in the Schoenbrodt Scholars, a flexible program designed to expand access to honors opportunities for all students.

HCC has been recognized by *The Chronicle of Higher Education* as one of the **Great Colleges to Work For** since FY09 and is the only community college in Maryland to have been selected 10 consecutive times for this honor. HCC has a strong history of excellence and takes pride in its culture of continuous quality improvement.

State Plan Goal 1: Access
The college is committed to attracting and retaining a rich diversity of students to its programs, eliminating barriers to students' goal achievement, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems to meet the needs and interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and helped decrease the rate of decline other colleges are experiencing; the total *annual unduplicated headcount* (decreased by 184 students). As the annual unduplicated headcount for noncredit students decreased to 15,407, enrollment for credit students increased to 14,291, up by 71 students. *Market share of first-time, full-time freshmen,* and the *market share of part-time undergraduates* decreased slightly in fall 2018. The *market share of recent, college-bound high school graduates* remained at 41.6 percent, in fall 2017, below the benchmark of 50 percent. HCC continues to expand educational opportunities by examining delivery methods, sections and space to ensure optimal access and effectiveness. The college offers a student planning module that allows students to plan, update, and register for courses. Students are able to plan their academic time at HCC and easily see their progress toward completion. *High school student enrollment* (concurrent) increased to 482, surpassing the benchmark of 275 that the college set three years ago as a goal for 2020.

HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion and both *credit* and *continuing education enrollments in online courses* increased in FY18. Both metrics exceed benchmark levels. The eLearning department continues to revise the

online course development process that partners faculty with an instructional designer to ensure that the online course format provides students with an engaging and equivalent experience to traditional formats. The college is also assembling a faculty eLearning research committee that will inform the construction of an eLearning strategic plan, including efforts to provide more student services online (e.g., online test proctoring).

A direct indicator of affordability, *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions,* remained well below the benchmark threshold for FY19. On a recent student survey, affordability was by far the most frequently cited primary reason (37 percent) for choosing to attend HCC. To improve affordability and minimize financial barriers to higher education for students, HCC seeks funding to assist students with tuition.

In FY18, the *unduplicated annual headcount for community service and lifelong learning courses* increased and surpassed the benchmark for the first-time in five years while the *annual course enrollments* decreased slightly, and moved slightly away from benchmark level. The *unduplicated annual headcount in continuing education basic skills and literacy courses* remained flat and remains well over the benchmark this year while the *annual course enrollments* decreased and moved away from the benchmark.

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of programming on the campus climate with a goal to increase cultural competence. In compliance with Maryland State Education Article 11-406, the administration submits plan improvements to the board of trustees and the board submits an annual progress report to MHEC. Initiatives described in the campus cultural diversity report resulted in continuous gains that exceed the benchmark levels for both credit and noncredit *minority student enrollment compared to the service area population* categories. The *percent nonwhite credit enrollment* increased to 62.8 and the *percent nonwhite continuing education enrollment* slightly increased to 50.7. Both exceeded the percent nonwhite service area population, 18 or older, and both surpassed the benchmark levels.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for three years in a row. *Percent minorities (nonwhite) of full-time administrative and professional staff* fully recovered from a dip in fall 2016 and exceeded the benchmark level set for 2020. The college's human resources office continues to attend job fairs at institutions with high minority populations and to advertise with minority websites and professional associations.

State Plan Goal 2: Success
The college is dedicated to fulfilling students' educational needs, as well as economic and societal development needs of its service area and the state of Maryland. Some of HCC's measures of success focus on retention, persistence, developmental completion, graduation, and transfer. *Fall-to-fall retention rates* for the fall 2017 cohort slightly decreased and slightly fell below the benchmark for developmental students, while those for college-ready students exceeded the benchmark. The *fall-to-fall retention* rate for *non-recipients* decreased to 61.4 percent, and the rate for *Pell grant recipients* decreased slightly and fell slightly short of the

benchmark for the fall 2017 cohort.

The percent of *developmental completers after four years* decreased to 41.1 percent for the fall 2014 cohort, and moved slightly away from benchmark level of 45 percent, set to be achieved by the fall 2016 cohort. The fall 2014 cohort *successful-persister rate after four years* for college-ready students slightly decreased to 84.4 percent , and fell short of the benchmark of 85 percent by just 0.6 percent. For developmental completer students, the persistence rate remained above the benchmark at 91.8 percent and decreased by 2.8 percent for developmental non-completers at 53.5 percent. The overall rate for the fall 2014 cohort was 76.3 percent, exceeding the benchmark of 75 percent. The award-winning Step UP coaching program continues to improve success and retention for students by encouraging active participation in their academic progress. HCC's student veterans organization continues to provide support to veterans enrolled at the college. HCC and the HCPSS faculty and staff continue to collaborate to align the high school curriculum and instruction with college-level courses. Faculty, staff, and academic leadership collaborate to advance this partnership by identifying new programs and initiatives that support educational needs of HCPSS students and college transition. Specifically, HCC and HCPSS offer Early College programs in network security, cybersecurity, and science, technology, engineering, and mathematics (STEM).

For the 2014 cohort, *successful-persister rates after four years* for Black/African-American, and Hispanic/Latino students fell below the benchmark while the rate increased for the Asian students. G*raduation-transfer rate after four years* increased for Asian and Hispanic/Latino student groups exceeding the benchmark and moved slightly away from the benchmark for Black/African-American students.

To eliminate barriers and facilitate completion and smooth transfer to four-year institutions, the college has implemented initiatives to improve the *graduation/transfer rate after four years* of college-ready students at 70 percent, developmental completers at 66.7 percent, non-completers at 31.1 percent, and all students in cohorts at 54.8 percent alike. HCC continues to utilize the virtual advising tool that was recognized by the League for Innovation with an "Innovation of the Year" Award to support more students. The project uses a video conferencing tool embedded in the college's learning management system to offer face-to-face advising for students located anywhere, while also providing a technologically secure, Family Educational Rights and Privacy Act-compliant solution. HCC also continues the learning management system integrated Early Alert program. During the college's annual Completion Fest, a panel of eleven alumni talked to students about their challenges and successes, as well as the support services that they used during their time at HCC. Additional activities held throughout completion week to talk about the benefits and importance of completing a degree at HCC included workshops on completion and transfer, and students engaged in "Completion Bingo." Completion Fest ended with college tours to the University of Maryland Shady Grove campus.

Transfer degrees and certificates increased from FY17 to FY18 by 40, *career degrees* increased by 40 in FY18 and both metrics remain above the benchmark levels. Indicative of the college's effort to address critical shortages in STEM fields, *credit awards* in *STEM programs* continued to increase and are above the fall 2020 benchmark levels, while *credit enrollment* decreased in fall 2018 and remains below the benchmark. HCC established chapters of the Society of Women

Engineers (SWE) and the National Society of Black Engineers (NSBE). Student members of SWE and NSBE engage in a variety of outreach activities with the HCPSS, such as STEM tutoring and assisting students with science fair projects and homework. Other large enrollment gains were seen in life science, physical sciences, and pre-medicine. An increased demand for health professionals and the introduction of HCC programs in dental hygiene, physical therapy assistant, medical lab technology, and diagnostic medical sonography contributed to increased enrollment in the biology, chemistry, and physics courses required for these programs.

Student satisfaction with educational goal achievement provides one indicator of HCC's academic success. The 2016 alumni survey showed 99.1 percent graduate satisfaction with educational goal achievement, which was 1.1 points above the benchmark, and *non-returning student satisfaction with educational goal achievement* increased 3.2 percentage points to 71.1 percent, which exceeded benchmark levels set to be achieved by the spring 2019 cohort. *Graduate satisfaction with preparation for transfer* was 84.4 percent, which was just .6 percent below the 85 percent benchmark.

In helping students prepare to enter the workforce, new and growing college initiatives have also produced significant improvements in *licensure/certification examination pass rates*. The pass rate of 84.5 percent for the NCLEX-RN (for nursing students) decreased by 5.4 percent and the rate for NCLEX-PN (for practical nursing students) exceeded the benchmark of 97 percent at a rate of 100 percent. The pass rate for the EMT-Basic exam stayed at 100 percent in FY18 and exceeded the benchmark level of 87 percent.

Other measures of success assess students after graduation and at transfer institutions. With a focus on effectively facilitating and maximizing learning for all students, HCC's comprehensive assessment strategies at the course, program, division, and college levels ensure educational effectiveness in support of college and state goals for innovation, student learning, and completion. Students transferring to University System of Maryland (USM) campuses from HCC continue to do well, with 80.7 percent earning a *cumulative GPA after first year of 2.0 or above* in academic year (AY) 2017-18 with a *mean GPA after first year* of 2.72, slightly lower than the benchmark. Performance data for AY14-15 transfer students have not been provided by MHEC.

During the college's budget process, the first areas to be addressed are indicators relating to the *expenditures by function*: instruction, academic support, student services, and other. In these measures of cost effectiveness, the percentages on instruction, 50.5 percent, and academic support, 6.4 percent, in FY18 were slightly below benchmark levels, while student services, 10.7 percent, and other, 32.4 percent, surpassed the benchmark.

State Plan Goal 3: Innovation
A total of 92.2 percent of 2016 *full-time employed career program graduates* were *working in a related field* with 91.5 percent g*raduate satisfaction with job preparation*. The *unduplicated headcount in continuing education workforce development courses* decreased slightly while the *annual course enrollments* increased in FY18. One of the college's initiatives to promote job preparation is the counseling and career center's one-on-one counseling and vocational assessments.

HCC is committed to developing a highly qualified workforce, responding effectively to shifting workforce needs, and supporting economic and workforce development in Howard County. Using expert recommendations of civic and business leaders who provide a community perspective through participation on the college's Commission on the Future and advisory committees, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland. For example, HCC received the Trade Adjustment Assistance Community College and Career Training federal grant that focuses on growing workforce demands in cybersecurity within Maryland. The college continues to promote the STARTALK program sponsored by the National Security Agency (NSA), which provides both language instruction and cultural experiences so that students not only develop the linguistic skills, but broaden their cultural competency. Students earn four college credits during the fast-track program. The program recently celebrated its 12th year anniversary at HCC and graduated 59 high school students in 2019.

Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure increased to exceed the benchmark levels. The *number of business organizations provided training and services under contract* remained at 30 and it is slightly below benchmark in FY18. Both *unduplicated annual headcount and course enrollment in contract training courses* decreased slightly in FY18, but *employer satisfaction with contract training* continued to meet the benchmark of 100 percent.

Response to Commission Questions

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Response:
There are many targeted interventions at HCC that are designed to help students succeed both academically and beyond. Examples of three student support programs are as follows:

Howard P.R.I.D.E., established in fall 2012, helps close the achievement gap of Black males, who are the most "at-risk" population within the institution. The program provides success services to students to assist participants in maintaining good academic standing (a minimum of 2.0 grade-point average), in completing developmental mathematics requirements, and increasing their retention, transfer and graduation rates. Assistance with mathematics, particularly developmental mathematics, is a key component of the program as is mentoring. The program helps students develop leadership and personal skills, such as public speaking and interviewing for a job. The program's Black Male Summit is designed to: 1) listen to students as they describe their experiences at HCC; 2) identify obstacles that may hinder Black male student success; 3) implement suggestions for improving HCC services and offerings; and 4) provide an opportunity for students to network. In academic year 2018-19, Howard P.R.I.D.E. served 215 students.

Ambiciones, launched in spring 2015, supports the success of Hispanic and Latino students on campus by providing referrals to useful resources and assistance in key areas such as: academic advising and tutoring; mentoring and coaching; financial aid, scholarship, and work study opportunities; career counseling and internships; personal counseling; networking with other Hispanic/Latino students and organizations on campus; educational and recreational activities; and workshops. Ambiciones eases the transition from high school to college for first-generation students by working with students and their families to guide them through the application and enrollment process. In 2018-19, Ambiciones served 89 students. The program was nominated as a program to watch by Excelencia, and Ambiciones was featured in the 2018 what works for Latino student success in higher education compendium.

The Silas Craft Collegians Program (SCCP), launched in FY01, is specifically designed for recent high school graduates who wish to maximize their chances of entering a four-year college or other rewarding career opportunities. The end goal of the program is an associate degree. Participants in the program receive support with academic motivation via personal coaching, academic support, smaller class sizes, cohort-based learning, peer reinforcement, mentoring and financial assistance. In academic year 2018-19, SCCP served 50 students.

These initiatives are evaluated annually by the office of planning research and organizational development and the associate director of Howard P.R.I.D.E, assistant director of Ambiciones, and director of SCCP. The performance metrics include two years after entry retention rates, fall–to-spring retention rates, as well as graduation and transfer rates

Section 3: Community Outreach and Impact

Howard Community College is dedicated to being a vital partner in the intellectual, cultural, and economic life of Howard County. The college cultivates engagement with all segments of the community and takes a leading role in workforce training and supports economic development efforts within the county through community, business, and educational partnerships.

Collaboration with Other Educational Organizations

HCC has entered into partnerships with four-year institutions, other Maryland community colleges, and the HCPSS to help learners move easily through the system by providing diverse programs strengthened by collaboration, smooth transfer of knowledge, improved utilization of resources, staff development, and workforce readiness. The college continues to seek other partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

HCC's partnership with Prince George's Community College in administering the Laurel College Center (LCC), a regional higher education center, provides multi-level higher education opportunities to advance workforce development and support the attainment of degrees. Students may earn six different associate degrees at the LCC. University of Maryland University College offers courses toward three bachelor's degree programs at the LCC. In fall 2015, the University of Maryland School of Nursing began offering its RN to BSN program at LCC, and a partnership with University of Maryland, College Park offers a master's certification in elementary education (MCERT). In spring 2018, Morgan State University (MSU) began offering courses at LCC. Currently, MSU offers bachelor's degrees in electrical engineering and psychology. Credit courses, noncredit job skills training, and personal enrichment courses are offered at the LCC. Admissions and registration, academic advising, tutoring, test center services, and a bookstore are available on site.

With a focus on college readiness and completion, HCC collaborates on a number of initiatives with the HCPSS. The president's team, faculty, and staff meet regularly with HCPSS leadership to discuss initiatives that support the learning needs of both institutions' students and provide greater opportunities for them, such as Early College programs and dual enrollment opportunities. In fall 2018, HCC launched JumpStart in collaboration with HCPSS. JumpStart allows HCPSS high school students to explore careers and interests, gain exposure to college coursework, and increase college success. Students can take one or two classes per semester, at their high school or HCC campus, with the option to attend HCC full time during their senior year. HCC's department of teacher education regularly meets with site liaisons from 20 HCPSS partnership schools to review policies and procedures and to plan participant activities for teacher education courses that require a field experience. The college continues to offer affordable, safe, and academically enriching study abroad programs for students.

HCC continues to participate in the Improving Undergraduate STEM Education (IUSE) initiative that aims to build and use evidence-based practices to improve science, technology, engineering, and mathematics instructional practices and to promote collaboration among STEM disciplinary experts, educational researchers, and STEM education practitioners. Howard Community College is partnering with the University of Maryland, Baltimore County, the Community

College of Baltimore County, Anne Arundel Community College, and Montgomery College over a five-year period to conduct research, develop curriculum, and implement innovative strategies to improve STEM student learning outcomes. The program objectives are to map the curriculum across the participating institutions for the four-course sequence taken by biology majors in their first two years of college; to develop, implement, and assess quantitative modules for each of the courses; and to integrate stronger quantitative reasoning across the four-course sequence. An inter-institutional faculty development community has been convened to train faculty on evidence-based teaching approaches and the pedagogical use of the quantitative modules developed by the disciplinary experts.

HCC is Maryland's leading community college providing career pathways for certified nursing assistant and patient care technician continuing education students to gain employment at Johns Hopkins Hospital (JHH) through the JHH SOARING (Success, Ownership, Accountability, Responsibility, Respect, Independence, iNtegration, and Growth) Program. For the past seven years, the SOARING Program has provided more than 91 of HCC's continuing education students with a 10-week paid mentoring position, which provides students with training to work in highly challenging units, such as surgical intensive care, medical intensive care, and surgical transplant. Once the mentorship opportunity is complete, students are required to work an additional year within the unit where they were trained. Students enrolled in the certified nursing assistant and patient care technician training courses through the division of continuing education and workforce development are often dually enrolled in HCC's credit nursing program.

Collaboration with Business and Industry
HCC is a principal player in Howard County's vibrant economic and business sector. The college values and seeks to enhance its collaborations with the business community. The college's continuing education and workforce development (CEWD) division routinely partners with the Howard County Chamber of Commerce, Columbia Workforce Center, Lawyer's Advantage Title Group, two medical facilities for nursing students' clinical rotations, 10 pharmacies for Pharmacy Tech externships, and various other local businesses and organizations. The strategically located Ecker Business Training Center (BTC) is crucial to HCC's workforce development and business outreach efforts. The BTC provides a vital resource for training, meetings, and other services needed throughout the state. In FY19, CEWD had 15,551 enrollments in workforce development training, which included 10,750 employees from 24 different employers trained through the BTC. In cooperation with the Howard County Chamber of Commerce, HCC hosts job and career fairs each fall and spring and HCC's vice president of academic affairs serves on the board of directors of the Howard County Chamber of Commerce. The college's president serves on the Howard County Economic Development Authority board.

Through HCC's Center for Entrepreneurial and Business Excellence (CEBE), students are mentored and coached by successful entrepreneurs to launch their fledgling businesses. Recent partnerships include the Howard County Chamber of Commerce, Leadership Howard County, the HCPSS, and the Maryland Center for Entrepreneurship. The CEBE has launched a course in social entrepreneurship as a requirement in the entrepreneurship degree program and students from the program participate in internship experiences with community businesses such as Super Book Deals, Healthy Howard, Ryland Homes, and Applied Defense Solutions. In FY19, 20

students worked with business coaches in this individualized program and six to 10 of these students are at various levels in their business development. CEBE sponsors two entrepreneurial celebrations each year where students have the opportunity to pitch their business ideas and a local business funds student prizes for the best three business ideas. Students utilize the funds to launch their business or to pay for their college expenses. Each academic year, 180–220 students create their own business concepts in an introductory class, entrepreneurship and creativity, and learn to pitch their ideas to a business audience from the community.

Community Connection

The college's reach into the community is broad and deep. HCC welcomes and seeks to expand opportunities to be involved with all segments of the community and is encouraged by the number and variety of community stakeholders engaged in discussion of their educational needs. HCC collaborates with its many community partners to ensure a valuable contribution to the learning needs of all citizens.

HCC provides multiple offerings for students with disabilities. The college's Project Access program facilitates the transition of high school students with disabilities to postsecondary education, with a goal to increase the success and retention of HCC students with disabilities and to improve career counseling and job placement services for students with disabilities. The program offers a summer institute, college fairs for students with disabilities, study skills courses, and educational assessment in addition to in-service training for Howard County counselors and special educators. CORE, also part of CEWD, serves adults with developmental disabilities, providing skill and academic maintenance and life skills development.

CEWD partners with the Maryland Department of Health to offer Tuberculin (TB) skin test training and statewide conferences in zoonotic and infectious diseases, TB updates, and sexually transmitted infections. CEWD also partners with local government, HCPSS, Maryland State Department of Education, Howard County Department of Recreation and Parks, Howard County Fire and Rescue Services, Community Action Council, Howard County Office on Aging, Howard County Health Department, and various other federal and state government agencies. The Adult Basic Education (ABE) GED preparation program serves about 600 students per year. In FY19, more than 144 students were awarded their diploma in the annual ceremony. Many students who earn diplomas continue to take noncredit certification or credit classes. ABE and job preparation classes are also offered at the Howard County Detention Center. The ELC continues to partnership with Naju City, South Korea. This year, 30 Korean middle school students and their chaperones arrived from Maryland First Lady Yumi Hogan's home town of Naju City, Republic of Korea. The students studied English and experienced American culture. The ELC and STARTALK, in cooperation with the Columbia Sister Cities program, hosted 11 high school students from the Columbia Sister City of Liyang, China for a week. The students from China studied English and participated in activities with the STARTALK Chinese language learners, giving each group the chance to practice their language skills with their native-speaking peers.

The college's dental hygiene center partners with a number of Howard County agencies and the community at large to offer high quality, affordable services performed by dental hygiene

students under the supervision of a clinical dentist. The college's two art galleries featured a variety of artists, while Rep Stage, an award-winning professional equity theatre in residence at HCC, had wide community support and served as an important learning platform for students. The annual Community Market Festival promoted the benefits of purchasing from local vendors. This year's nine-week summer Kids on Campus program served 1,675 participants, ages seven to 17, who enrolled in a total of 267 classes. Enrollments totaled 4,754. The college's commitment to local businesses and the community extends beyond the classroom by providing event space for educational, business, and community groups, serving more than 185,000 individuals through cultural activities, public meetings, and sporting events last year.

HOWARD COMMUNITY COLLEGE
2019 ACCOUNTABILITY REPORT

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	62.0%	63.2%	64.8%	65.4%
B.	Credit students with developmental education needs	66.2%	63.4%	63.7%	62.9%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	23.8%	25.5%	23.4%	32.5%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,387	2,434	2,517	2,565

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	24.1%	22.9%	23.7%	24.2%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	35.3%	34.6%	39.8%	42.7%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	36.0%	35.5%	36.2%	35.6%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	50.0%	58.0%	57.8%	56.2%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	45.3%	41.4%	44.9%	42.8%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	10.1%	10.3%	10.1%	10.4%
	b. Black/African-American only	28.5%	28.4%	29.4%	29.1%
	c. American Indian or Alaskan native only	0.2%	0.3%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.3%	0.2%
	e. Asian only	11.7%	11.6%	11.5%	11.8%
	f. White only	37.5%	36.8%	35.1%	33.9%
	g. Multiple races	4.6%	4.7%	5.1%	5.5%
	h. Foreign/Non-resident alien	4.4%	4.5%	4.9%	5.4%
	i. Unknown/Unreported	2.6%	3.1%	3.4%	3.5%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$16,279	$16,962	$11,764	$14,275
	b. Median income three years after graduation	$52,588	$50,502	$53,709	$56,844

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	29,415	29,489	29,169	28,985	**30,500**
	b. Credit students	14,604	14,467	14,220	14,291	**15,000**
	c. Continuing education students	15,366	15,751	15,674	15,407	**16,000**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	39.1%	38.9%	33.4%	32.3%	**39.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	68.7%	69.0%	67.8%	65.8%	**72.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	53.6%	37.9%	43.7%	41.6%	**50.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5 High school student enrollment	240	283	343	482	**275**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	9,499	10,672	10,773	11,456	**9,800**
b. Continuing education	1,365	2,486	2,723	3,546	**1,500**

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	52.2%	51.7%	52.4%	52.0%	**55.0%**
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	5,035	4,929	4,774	4,666	**5,200**
b. Annual course enrollments	10,296	10,387	10,162	10,539	**10,500**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	2,719	2,844	2,868	2,866	**2,700**
b. Annual course enrollments	6,114	6,383	6,110	6,077	**6,200**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	59.6%	60.2%	61.8%	62.8%	**58.0%**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Percent nonwhite continuing education enrollment	48.2%	48.2%	49.0%	50.7%	**47.7%**

	July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	42.6%	43.5%	44.6%	45.8%	**Not Applicable**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11 Percent minorities (nonwhite) of full-time faculty	23.2%	24.3%	27.8%	28.4%	**24.0%**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	27.7%	27.5%	30.8%	31.9%	**28.0%**

Goal 2: Success

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	60.8%	64.7%	63.8%	59.7%	**62.0%**
b. College-ready students	58.1%	56.9%	57.4%	58.2%	**58.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	59.5%	63.2%	61.5%	59.4%	**62.0%**
b. Non-recipients	68.0%	67.8%	71.3%	61.4%	**Not Applicable**

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	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	39.8%	41.0%	44.9%	41.1%	**45.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.9%	85.6%	88.0%	84.4%	**85.0%**
b. Developmental completers	93.7%	92.1%	94.0%	91.8%	**91.0%**
c. Developmental non-completers	52.3%	51.5%	56.5%	53.7%	**Not Applicable**
d. All students in cohort	75.9%	76.4%	80.6%	76.4%	**75.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	70.6%	66.7%	73.2%	68.1%	**72.0%**
b. Asian only	80.2%	84.7%	87.3%	88.5%	**82.0%**
c. Hispanic/Latino	67.0%	73.0%	75.9%	71.3%	**72.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	65.5%	67.9%	70.0%	70.0%	**70.0%**
b. Developmental completers	62.9%	64.7%	65.7%	66.7%	**65.0%**
c. Developmental non-completers	31.2%	25.5%	27.5%	31.1%	**Not Applicable**
d. All students in cohort	52.3%	52.5%	55.1%	54.8%	**55.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	46.4%	41.3%	48.1%	46.4%	**50.0%**
b. Asian only	51.6%	56.5%	59.8%	66.9%	**60.0%**
c. Hispanic/Latino	40.2%	46.0%	43.3%	51.0%	**43.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	283	314	304	344	**290**
b. Transfer degrees	882	854	937	946	**900**
c. Certificates	114	81	65	96	**100**
d. Total awards	1,279	1,249	1,306	1,386	**1,290**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	4,309	4,125	3,467	2,608	**4,400**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	470	480	474	531	**500**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	98.6%	98.8%	95.8%	99.1%	**98.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

23	Non-returning student satisfaction with educational goal achievement	60.8%	61.8%	67.9%	71.1%	**69.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	80.6%	92.3%	79.0%	84.4%	**85.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a. NCLEX - RN	83.1%	89.5%	89.9%	84.5%	**90.0%**
	Number of Candidates	172	133	129	129	**Not Applicable**
	b. NCLEX - PN	100.0%	100.0%	100.0%	100.0%	**97.0%**
	Number of Candidates	16	11	7	3	**Not Applicable**
	c. EMT -B	77.0%	86.0%	100.0%	100.0%	**87.0%**
	Number of Candidates	52	28	10	16	**Not Applicable**

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	85.5%	84.9%	80.7%	**86.0%**
	b. Mean GPA after first year	Not Available	2.81	2.82	2.72	**2.78**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
27	Expenditures by function					
	a. Instruction	50.5%	50.9%	50.4%	50.5%	**51.0%**
	b. Academic support	6.4%	5.5%	6.1%	6.4%	**7.0%**
	c. Student services	10.5%	10.8%	10.8%	10.7%	**10.0%**
	d. Other	32.6%	32.8%	32.7%	32.4%	**32.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
28	Full-time employed career program graduates working in a related field	93.8%	87.0%	89.1%	92.2%	**90.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni Survey 2018**
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	89.8%	95.0%	75.0%	91.5%	**90.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	7,847	8,165	8,231	8,063	**8,500**
	b. Annual course enrollments	13,387	13,661	13,489	13,698	**13,930**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,436	3,170	3,176	3,291	**3,000**
	b. Annual course enrollments	3,903	4,681	4,807	5,170	**4,000**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
32	Number of business organizations provided training and services under contract	27	34	30	30	**35**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark FY 2020**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	5,750	5,692	5,531	5,027	**6,000**
	b. Annual course enrollments	10,253	10,228	9,273	9,079	**10,800**

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		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100%	100.0%	**100.0%**

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1668		442		504		722	
2	Number attempting fewer than 18 hours over first 2 years	433		135		17		281	
3	Cohort for analysis (Line 1 – Line 2)	1235	100.0%	307	100.0%	487	100.0%	441	100.0%
4	Earned Associate degree from this community college	318	25.7%	126	41.0%	192	39.4%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.1%	0	0.0%	1	0.2%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	319	25.8%	126	41.0%	193	39.6%	0	0.0%
7	Transferred to Maryland two-year/technical college	70	5.7%	9	2.9%	12	2.5%	49	11.1%
8	Transferred to Maryland public four-year college	424	34.3%	151	49.2%	225	46.2%	48	10.9%
9	Transferred to Maryland private four-year college or university	12	1.0%	5	1.6%	5	1.0%	2	0.5%
10	Transferred to out-of-state two-year/technical college	22	1.8%	6	2.0%	3	0.6%	13	2.9%
11	Transferred to out-of-state four-year college or university	80	6.5%	22	7.2%	33	6.8%	25	5.7%
12	Total transfers (sum of Lines 7 - 11)	608	49.2%	193	62.9%	278	57.1%	137	31.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	250	20.2%	104	33.9%	146	30.0%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	677	54.8%	215	70.0%	325	66.7%	137	31.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	206	16.7%	37	12.1%	109	22.4%	60	13.6%
16	Successful transition to higher ed (Line 14 + Line 15)	883	71.5%	252	82.1%	434	89.1%	197	44.7%
17	Enrolled at this communtiy college last term of study period	59	4.8%	7	2.3%	13	2.7%	39	8.8%
18	Successful or persisting (Line 16 + Line 17)	942	76.3%	259	84.4%	447	91.8%	236	53.5%

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		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	537		184		191			
2	Number attempting fewer than 18 hours over first 2 years	164		27		48			
3	Cohort for analysis (Line 1 – Line 2)	373	100.0%	157	100.0%	143	100.0%	0	100.0%
4	Earned Associate degree from this community college	64	17.2%	43	27.4%	32	22.4%		#DIV/0!
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%		#DIV/0!
6	Total associate and certificate graduates (Line 4 + Line 5)	64	17.2%	43	27.4%	32	22.4%	0	#DIV/0!
7	Transferred to Maryland two-year/technical college	35	9.4%	5	3.2%	6	4.2%		#DIV/0!
8	Transferred to Maryland public four-year college	95	25.5%	89	56.7%	47	32.9%		#DIV/0!
9	Transferred to Maryland private four-year college or university	4	1.1%	0	0.0%	1	0.7%		#DIV/0!
10	Transferred to out-of-state two-year/technical college	4	1.1%	2	1.3%	5	3.5%		#DIV/0!
11	Transferred to out-of-state four-year college or university	22	5.9%	5	3.2%	9	6.3%		#DIV/0!
12	Total transfers (sum of Lines 7 - 11)	160	42.9%	101	64.3%	68	47.6%	0	#DIV/0!
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	51	13.7%	39	24.8%	27	18.9%		#DIV/0!
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	173	46.4%	105	66.9%	73	51.0%	0	#DIV/0!
15	No award or transfer, but 30 credits with GPA ≥ 2.00	62	16.6%	25	15.9%	23	16.1%		#DIV/0!
16	Successful transition to higher ed (Line 14 + Line 15)	235	63.0%	130	82.8%	96	67.1%	0	#DIV/0!
17	Enrolled at this community college last term of study period	19	5.1%	9	5.7%	6	4.2%		#DIV/0!
18	Successful or persisting (Line 16 + Line 17)	254	68.1%	139	88.5%	102	71.3%	0	#DIV/0!

MARYLAND HIGHER EDUCATION COMMISSION
2019 PERFORMANCE ACCOUNTABILITY REPORT
MONTGOMERY COLLEGE

MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

INSTITUTIONAL ASSESSMENT

As education, training, and workforce needs shift in a rapidly changing world, it is essential for Montgomery College to be accessible, flexible, and relevant in its approach to education for a multifaceted student body and community. In preparation for the sweeping changes in higher education, the College leadership understands the need to align curriculum with shifting academic and workforce needs, and the manner in which content is delivered. The College uses workforce trend data from EMSI to align programs and course offerings with in-demand skills and certification, identify trends and projected changes in the local and regional markets, and evaluate the real-time and long-term occupational outlook of careers. Partnerships and communication with organizations and businesses help to augment that data. When the College reviews any one of its academic programs, labor market data related to academic and continuing education programs are shared so that department heads can examine whether they are meeting the changing workforce development needs of their areas in the context of their current curricula. The College's Academic Master Plan (AMP) provides a structured and focused approach to sustain what the College does well and provides a roadmap to make improvements through targeted initiatives. Data and ongoing assessment help keep College programs and curricula content current and relevant. This approach ensures that Montgomery College remains a model of excellence in community college education, and supports the goals that embody the Maryland State Plan for Post-Secondary Education.

Significant Demographic Trends

Nearly one-third (30.6 percent) of credit students are 25 years of age or older (Indicator F-a). Many credit students (44.1 percent) report that they work more than 20 hours per week (Indicator G) and nearly two-thirds (65.1 percent) attend college on a part-time basis (Indicator A). Almost a quarter of credit students are the first in their family to attend college (Indicator C). Many new students (55.9 percent) enter the college with at least one developmental need (Indicator B); large numbers of students (8,405) enroll in English for speakers of other languages (ESOL) courses (Indicator D). More than a quarter of the student body receives Pell grants and more than half finance their education with loans, scholarships and/or some other need-based aid (Indicator E).

Montgomery College ranks as one of the most diverse community colleges in the nation (*Chronicle of Higher Education*, September 2018), with no single race or ethnicity representing a majority. Most strikingly, the student body at Montgomery College is a dynamic reflection of the demographic patterns in the county—increasingly multi-ethnic and multi-cultural, fueled by the

fact that more than 51 percent of the service area population who are 18 years of age and older are nonwhite (Indicator 10c). Nonwhite students account for 74.3 percent of fall 2018 enrollment, an increase of 1.1 percentage points compared to fall 2015 (Indicator 10a). The race/ethnic composition of full-time faculty (Indicator 11) and administrators (Indicator 12) is also changing. Full-time nonwhite faculty representation increased from 33.1 percent in fall 2015 to 34.7 percent in fall 2018, while full-time nonwhite administrators increased from 45.1 percent in fall 2015 to 46.4 percent in fall 2015. The benchmarks are an indication of demographic changes in the county and the data for these indicators either met or exceeded the benchmarks.

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

Montgomery College is a comprehensive two-year, open access, multi-campus, post-secondary institution of higher education that attends to the education and workforce needs of Montgomery County. As an open access institution, Montgomery College offers practical and relevant education and training for credit and noncredit students. In addition to the three campus locations, the College has a well-established distance-learning program and a robust Workforce Development & Continuing Education (WDCE) unit. These channels give students more than adequate access to an affordable and quality college education.

In FY18, the College enrolled, educated, and/or trained 54,355 individual students (Indicator 1a): 31,342 credit students (Indicator 1b) and 24,609 noncredit students (Indicator 1c). More than 1,600 students enrolled in both credit and noncredit courses and programs.

Market share of new full-time and part-time students from Montgomery County declined in each of the past three years: from 43 percent to 36.3 percent for full-time students (Indicator 2); from 75.5 percent to 72.1 percent for part-time students (Indicator 3), both indicators receding from their respective benchmarks. However, the market share of recent college-bound high school students (Indicator 4) increased slightly from the previous year to 51.4 percent from 50.5 percent, moving modestly towards the benchmark. Dual enrollment is encouraging, as increasing numbers of high school students (485 in fall 2015, to 710 in fall 2018) take classes at the College (Indicator 5). In fact, dual enrollment exceeded the benchmark for the second year.

College enrollment is declining nationally, and the reasons may vary in different regions. For Montgomery College, there are several plausible explanations for the shrinking market share from our service area including intense competition from four-year colleges for college-age student; cultural shifts; declining college-going rate of recent high school graduates; an improved economy. The College anticipates that enrollment will continue to decline over the next few years until the students in lower grades begin moving through the high school pipeline.

Online Credit Courses and Programs
Access is also important to students who do not have the time and/or transportation to be physically on campus; nevertheless, still want and need access to a college education. Montgomery College offers a wide range of online credit and noncredit courses, as well as online degree programs (Indicator 6). Online credit enrollments in FY18 increased 11.5 percent in three years (from 21,552 in FY15 to 24,036 in FY18) and will likely achieve the benchmark. Online

enrollments in continuing education courses are down 31 percent in three years (from 1,384 in FY15 to 948 in FY18), making achievement of this benchmark unlikely. In addition to course enrollment, the College currently offers five online associate degree programs (business, computer science and technologies, criminal justice, general studies and teacher education technology), and is awaiting approval for a sixth online degree.

Affordability

The combination of tuition and fees at Montgomery College is a direct indicator of affordability, which is 54.7 percent of the cost to attend a four-year public college in Maryland (**Indicator 7**), a cost savings of nearly $5,200 for an academic year. The College is consistent in its efforts to maintain the cost ratio to the benchmark level of 55 percent. Increasing use of open educational resources (OER) helps make education more affordable by reducing and eliminating required costs for course materials or textbooks. Since the adoption of OERs, MC students have saved $2.5 million in textbook costs. Other cost-reducing options include digital, rental, online, and used textbooks, and free shuttle transportation to travel among campuses. These cost savings options provide students with an opportunity to apply residual funds towards an additional course, which can decrease time-to-degree completion. The 55 percent benchmark is feasible.

Workforce Development & Continuing Education (WDCE) Students

To produce an educated and skilled workforce, WDCE provides credit and noncredit courses and programs by offering affordable, practical, flexible, and convenient classes and training in a wide range of topics that spur economic growth and vitality in the county. The intent of many students is to enhance skills and acquire certification credentials for employment. Nontraditional students tend to be the typical WDCE population. Nearly three quarters (74.4 percent) of continuing education students are 25 years of age or older (Indicator F) and nonwhite students account for 71.5 percent of enrollment (Indicator 10c), exceeding the benchmark for the third year. WDCE students tend to be transient, have a wide range of educational and workforce skills training needs, get what they need, move on, and return when necessary. Enrollment in continuing education is up 10.6 percent above FY15's figure (from 22,224 to 24,609) and nearly 91 percent of its benchmark. New course offerings in the open enrollment series, increased grant activity, which reduces student out-of-pocket costs, and more students attending classes through employer-sponsored training will continue to contribute to enrollment gains.

In FY18 and compared to the previous year, continuing education community service and lifelong learning course enrollments (Indicator 8), increased 12.9 percent (from 12,600 to 14,228) and served 4.3 percent more individual students (from 8,139 to 8,493). Course enrollments in this area surpassed the benchmark, while unique student headcount moves closer to its enrollment goal. Continuing education basic skills and literacy course enrollment (Indicator 9) dropped 7.3 percent (7,009 to 6,500) and fell below the benchmark; annual course enrollments declined 7.9 percent (11,797 to 10,866) compared to the previous year. WDCE anticipates growth in both individual students and course enrollments in all indicators over the next few years as reflected in the established benchmarks.

Three of several initiatives that align nicely with the strategies associated with Goal 1 of the State Plan for Higher Education are the Achieving Collegiate Excellence and Success (ACES) program, Summer College Bound Readiness Program, and financial literacy workshops.

Students from underrepresented racial or ethnic backgrounds or those who are the first in their family to attend college are populations of focus in ACES. Recruiters interact with college and career coordinators at each Montgomery County high school with the primary objective to increase college readiness of 11th- and 12th-grade Montgomery County high schools, prior to attending college.

Workforce Development & Continuing Education offers the Summer College Bound Readiness Program for high school students to prepare them for all aspects of the college admissions process, including ACT and Accuplacer tests and testing, researching majors, financial aid options, processes, need-based and academic/merit scholarships, meeting deadlines, time management, and more.

The College cultivates financial literacy through financial aid workshops and sessions for traditional and non-traditional students and prospects with the help of partner resources and several county agencies to help students and their families avoid debt to cover the cost of college. These sessions educate students and their families about educational debt and provide strategies to lower educational debt and increase receipt of grants and scholarships. Comprehensive outreach and social media campaigns inform current students, their families, and the community about workshops, application deadlines, and individual financial aid advising opportunities to assist students in the timely completion of the entire financial aid process. One important concern is that a large number of students lose financial aid because they do not meet satisfactory academic progress as outlined in federal regulations. One strategic initiative is to provide financial aid academic coaching and advising to students on financial aid who do not meet academic requirements. Activities such as these help traditional and nontraditional students gain access to the College that help them make educated and informed financial decisions, and are in direct support of *Goal 1*.

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

Significant Academic Trends

Students come to Montgomery College with different levels of college readiness. They also attend with varied aspirations—degree attainment to transfer preparation, updating job skills, and personal enrichment. To be successful, students need to be academically prepared, ready to engage, be present and persistent.

Academic Preparedness and Retention
More than half (55.9 percent) of new entrants enrolled at the College in fall 2018 with developmental needs in one or more content area (Characteristic B). Of the new students that entered the College with developmental needs in fall 2014 (Indicator 15), more than 61 percent completed developmental coursework in assessed areas within four years. When students complete developmental course work (Indicators 16), their rate of academic persistence (83.2 percent) is nearly comparable to college-ready students (87 percent).

Degree Progress Cohort: Graduation, Transfer, and Persistence
Degree Progress is a cohort model that tracks the success of first-time full- and part-time students over a four-year period with the added dimension of at least 18 credit hours attempted within two years of initial enrollment, regardless of their level of academic preparedness.

Data on the most recent degree progress cohort (fall 2014) reveal that 50.2 percent of the cohort graduated and/or transferred in four years (Indicator 19). Academically prepared students graduate and/or transfer within four years at a higher rate (69.8 percent) than students who enter the College with developmental needs and complete appropriate course work (51.8 percent). The graduate/transfer rate for developmental completers increased 7.8 points above the rate for the previous cohort group, but a significant 18-point equity gap continues to exist between college-ready and developmental completers. The graduation-transfer rate increased more than three points for Asian students (from 59.9 percent to 63.3 percent); and rose nearly four points for Hispanic students (from 38.0 percent to 41.7 percent), while the rate for Black students rose less than a point (from 45.3 percent to 46.2 percent). Increased attention on completion, increased numbers of articulation agreements with four-year colleges, and the streamlined redesign of programs like general studies and general education with pathways to completion should have a positive effect on this outcomes measure for future cohort groups. Modified course placement initiatives, the use of multiple measures of academic readiness and other emerging strategies seem promising. The 80 percent benchmark is ambitious for both indicators.

More than three-quarters (75.5 percent) of the fall 2014 cohort successfully persisted—which means that students either graduated and/or transferred, accumulated 30 credits with a minimum cumulative GPA of 2.0, or were still enrolled after four years. The gap between college-ready students (87.0 percent) and developmental completers (83.2 percent) widened compared to previous cohort groups. Persistence rate by race/ethnicity show improvement for Black (66.2 percent to 69.3 percent) and Hispanic (67.4 percent to 72.0 percent) students. The rate for Asian students remained stable (85.1 percent to 85.6 percent). Asian students have consistently exceeded the 80 percent benchmark on this measure, while Black and Hispanic students lag behind. College-ready students have nearly achieved the 90 percent benchmark and developmental completers are not far behind. Aggressive changes in programs, support systems embedded within the classroom, and intrusive advising are expected to have a positive impact on these indicators for subsequent cohorts to actualize the 90 percent benchmark in the future.

Transfer and Completion
Overall, the College conferred 55 more awards in FY18 than in FY17 (up from 2,824 to 2,879), which is attributed to an increase in awards in career programs and certificates (Indicator 20). Career degrees increased by 59 (from 583 to 642); transfer degrees declined by 95 (from 2,029 to 1,934), while the number of certificates grew by 91 (from 212 to 303).

In FY18, STEM (science, technology, engineering, and mathematics) program enrollments (Indicator 21) increased 7.2 percent above enrollments the previous fiscal year (from 5,487 to 5,885), while awards in STEM programs declined by 10 (-1.2 percent). Enrollments in STEM programs exceeded the benchmarks. With implementation of academic initiatives to support the completion agenda, despite the declines in awards, the benchmarks are achievable.

Many students transfer with and without completing a credential; and when they do, they exit the College with the academic skills to be successful at Maryland's four-year colleges and universities. The most recent data show that one year after transfer, 87.5 percent of former Montgomery College students achieved a cumulative grade point average (GPA) of 2.0 or above at University System of Maryland's senior colleges and universities with a collective GPA of 2.85 (Indicator 26)—both data points exceeding expectations. While transferring to a senior college is a significant accomplishment, earning an award before transfer is a worthy achievement. Intensive efforts are underway to move the needle on completion (e.g., providing credit for prior learning and expanding the number of articulation agreements with four-year colleges and universities that will accept the associate's degree as sophomore level completion). At a minimum, the College expects to maintain its level of success related to performance of former students at transfer institutions.

Pass Rates on Licensure/Certification Exams
One measure of success in several health programs (radiologic technology, physical therapy and nursing) is the pass rates of graduates on the licensure exams on their first attempt (Indicator 25). Current pass rates data exceed the benchmarks for all programs. Four years of data show that the licensure pass rates for radiologic technology (100 percent) and physical therapy (consistently between 90 and 100 percent) graduates have been unfailingly high. Learning support from faculty, the staffing of open lab hours, providing online learning materials, administering practice board exams during the final semester of the program, and providing students with detailed study plans to increase their success on the National Board Exam are contributing factors to students' performance.

The licensure pass rate for nursing students has greatly improved—increasing in each of the past three years. The FY18 pass rate (90 percent) is up three percentage points from FY17 and 15.1 percentage points from FY15. The nursing program continues to implement multiple initiatives (e.g., early detection system, academic success plans for students upon completion of first course exams, three-day NCLEX RN review, and completion of the practice comprehensive licensure examination) to enhance performance on the exam. The processes and implementation of curriculum revisions and the integration of new teaching modalities have taken several years to demonstrate the positive effect on the pass rate for the nursing licensure exam. As such, a continual, but gradual uptick in exam performance is expected. The benchmarks for the three health programs are set at a sustainable level.

Responses from the graduate follow-up survey revealed that 84.2 percent expressed of the respondents expressed satisfaction with their educational goal achievement (Indicator 22). More than 84 percent reported that they were satisfied with preparation for transfer (Indicator 24). Eighty-seven percent of career program graduates reported that they were working full-time in a related field (Indicator 28); and 67.3 percent of career program graduates reported that they were satisfied with job preparation (Indicator 29). The return on the investment in higher education has shown that for recent graduates, the average income (Indicator I) three years after graduation ($43,194), nearly triples compared to the average income one year before graduation ($15,206). The benchmark for all graduate follow-up indicators are set at 90 percent. Three of the four indicators have achieve more than 93 percent of the benchmark. The level of satisfaction related to job preparation is lower than desired. Changing needs in various career related industries and

academic career programs might be avenues to explore to better understand the lack of enthusiasm in students' satisfaction in job preparation.

Montgomery College is making strides on its bold and holistic agenda to advance student success and completion, especially among disadvantaged students, which supports Goal 2. Of particular interest is to remove the barriers that impede student success and completion. Developmental course requirements continue to be one of those barriers. The implementation of Integrated English, Reading, and Writing (IERW) courses, which involve the reduction of developmental course requirements, is one approach. Instead of taking separate developmental reading and English courses, these IERW courses integrate the critical reading and writing skills needed to comprehend and interact with college-level texts, thus reducing developmental English courses from four to two. Rather than relying solely on placement test scores, alternative placement programs decrease time-to-college-level-work and time-to-degree by eliminating unnecessary course work. Beginning in fall 2019, Montgomery County public high school students who graduated in spring 2019 with a GPA of 3.0 will no longer need to take a placement test. High school transcripts will serve as a proxy to determine English and math placement.

One of the initiatives in the AMP is to design alternative and customized credentials known as "microcredentials." These credentials are competency-based, designed to be obtainable in a shorter timeframe than a degree, and focused on marketable skills and knowledge important to employers. Microcredentialing is still in the planning phase. Once in place for implementation, MC believes that when microcredentials are aligned with employers' needs and sanctioned by organizations—such as Cisco or the International Association of Machinist and Aerospace Workers—they will be transportable and valuable to the learner and the employer.

Mandatory advising and assigned counselors is another success strategy in the pilot phase. Students receive in-class academic advising, program-advising guides, and assigned program advisors in most of the top enrolled programs. Targeted cohorts (first-time, degree-seeking students; students tested into developmental courses; students on academic alert, restriction, or suspension) are assigned a counselor who will work with students to develop an initial educational plan and advise students through completion of 12 credit hours. Afterwards, students will transition to a program advisor for assistance with academic plan completion.

The College streamlined the general education program with clearly defined degree pathways. A major redesign of the general studies program implemented in fall 2016 provides clear core programs, and well-defined pathways to completion. Montgomery College is continually working to expand the number of articulation agreements with four-year colleges and universities that will accept the associate's degree as sophomore level completion.

Significant Financial Trends

The College is committed to its primary mission of teaching and learning. Slight decreases in instruction and academic services (1.1 percent combined) is due to lower enrollment year over year (Indicator 27). The increase in other expenditures (1.2 percent) is due primarily to two factors: first, in FY18 the first interest payment became due on a debt obligation for which principal only was paid in FY17; and secondly, an increase in recognition of post-employment

benefits with the implementation of GASB 75 Post-Employment Benefits Other than Pensions. The College achieved cost savings through seat utilization strategies and reductions in instructional and student services salaries to reflect lower enrollment, reductions in contracted services, temporary staffing, and the re-allocation of positions.

Response to Commission's Inquiry

Please describe 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

The College's Achieving the Promise Academy's (ATPA) one-on-one coaching academic support program is a targeted intervention initially for Black or African-American and Latino students that is open to all students in need of academic support. The Academy provides students with academic support and one-on-one individualized academic coaching; monitors academic progress through collaboration between faculty and coach; provides assignment and exam preparation; holds weekly study sessions; and makes referrals for tutoring. Participants also receive counseling and advising, financial aid and registration support; get referrals to critical College and community resources; and assist with the development of academic and life skills (such as time management, organization, study skills, test-taking skills, self-advocacy, and networking) through a series of workshops and targeted coaching sessions. The Academy provides academic coaching until graduation or transfer, to include an assessment of strengths and areas for improvement, academic support in all courses, a personalized academic success plan each semester, weekly coaching sessions, two workshops per semester, access to laptop loaners, and access to tuition assistance each semester.

The ATPA also has another intervention, embedded coaching, which is a support service provided to students in the highest enrolled courses with the highest failure rates at the College. Embedded coaches conduct class visits, weekly study sessions, and write weekly emails to students recapping important course content and reminders. Students in the one-on-one intervention are encouraged to register for ATPA embedded-support sections of courses and participate in weekly study sessions for those courses.

Some of the obstacles to success include poor academic preparation, poor testing skills, management of time, and adjustment to college, as well as other external variables, many of which are non-cognitive. Even though students are deeply interested in pursuing an academic pathway, these barriers can lead to academic struggles.

One-on-one academic coaching service measures semester-to-semester DFW rates and GPA by cohort, and tracks retention, graduation, and transfer rates. The program monitors weekly coaching session attendance, workshop attendance, and study session attendance. After every coaching session, students are invited to complete a brief survey about their coach and coaching experience. On average, more than 95 percent of students rate their coaching session positively, find the time spent with their coach worthwhile, find the information they received valuable, and would recommend the Achieving the Promise Academy to a friend.

The program started with only 58 students in the first year, and now serves 353 students. In May 2019, the Academy graduated 53 one-on-one students and over 88 percent of these graduates were students of color, which is similar to the overall one-on-one student demographic profile: 12 males and 41 females with outgoing average GPAs of 3.28 and 3.32, respectively. These outcomes are evidence of the positive effects this program has on participants in the program.

Maryland State Plan — Goal 3, Innovation: *Foster all aspects of Maryland higher education to improve access and student success*

Several WDCE indicators that fall under Goal 3 include fostering relationships with business and industry. In FY18, WDCE's contract training and services (Indicator 32) increased by three, from 68 to 71 businesses or trade associations in the county. A caveat to keep in mind is that a single contract-training offering may serve multiple employers. The long-standing apprenticeship program with the Air Conditioning Professionals of America, for example, represents a single contract but serves employees of about 200 individual contractors. Additionally, as training needs are met within an organization, it may step back from training for a period. Generally, this training partner group has a mix of new and returning clients each year. Relatedly, the number of individuals served through contract training (Indicator 33) significantly increased from 3,902 during FY17 to 5,047 during FY18, reflecting a 29 percent increase, while enrollments in contract training courses increased 24.8 percent (from 8,848 to 11,045). Headcount and enrollments in contract training exceeded the benchmarks. It is noted that a fluctuation in enrollment patterns for these two indicators is expected because enrollment is typically driven by workforce or business needs. Note also that 98 percent of employers who send employees to the College's contract training courses report that they are satisfied with the training that their employees receive (Indicator 34).

Student headcount and course enrollments in continuing education workforce development courses (Indicator 30) increased in FY18 by 7.5 percent (10,206 to 10,978) and 8.8 percent (19,566 to 21,298), respectively. The increase in this program area in the strong economic environment reflects positively on the course offerings and student interest in remaining competitive during a strong job market. The number of students enrolled in continuing professional education that leads to government- or industry-required certification and licensure (Indicator 31) decreased 3.4 percent below the previous year (5,263 to 5,081), while annual course enrollments decreased 3.1 percent (10,974 to 10,627). There is a periodic ebb and flow of recertification-driven enrollments in this program area.

Through WDCE, Montgomery College provided three major US Department of Labor Employment and Training grant programs in FY18 totaling approximately $28 million. These grant-funded training programs allowed the College to offer intensive short-term training aimed at providing a pipeline of skilled IT and cybersecurity workers for local companies.

Strong enrollments in these type of courses and training programs exemplify the role that partnerships between the College and the business community play to improve workforce readiness in many key areas in the job market. Overall, WDCE is poised to reach and/or exceed the benchmarks for all indicators influenced by the needs of community and business entities.

COMMUNITY OUTREACH AND IMPACT

One important characteristic of excellence in community college education is building, maintaining and strengthening relationships with the community, business and industry, and senior educational institutions—and to align these relationships to improve access and advance the student success agenda.

The Office of Community Engagement takes Montgomery College beyond the campus and into the community through community engagement centers, partnerships with nonprofits, community events, and grassroots outreach to bring the community to the College for a variety of events. As the face of Montgomery College in the community, the primary role of the office of Community Engagement is to empower students and county residents by connecting those in underserved and under-represented communities with the College. This unit also enriches the community with important information, engages the community on important topics and activities, and helps anyone find the next step toward success and achieve their potential. Staff speak the most commonly spoken languages in the county (Spanish, Vietnamese, Chinese, and) and the centers offer translation and interpretation services.

Free and open to the public on all three campuses are the Global Nexus programs, which are designed to help individuals and communities to connect locally and globally through education, partnerships, advocacy, and service. The program provides a series of multicultural lectures and events for students, faculty, and residents of the county, seeks to enrich minds, engage hearts and transform communities by increasing knowledge and understanding of global communities and their cultures.

As a community college with a vision, MC was the first in the nation to receive approval to attract outside development opportunities as a part of its campus growth. Business partnerships have resulted in quality and effective training programs for industry, entrepreneurs, and county residents, which perfectly aligns with the strategies in Goal 3.

The Pinkney Innovation Complex for Science and Technology at Montgomery College (PIC MC) is an integrated academic, business, and research campus. On MC's Germantown Campus, PIC MC offers land and construction opportunities for commercial development for life sciences and technology companies that prefer to build customized facilities. The first major corporate attraction was Holy Cross Hospital, a full-service care facility with an adjacent medical building.

A professional relationship with Marriott Corporation has resulted in a pipeline for food service and hospitality workers for the region. The Macklin Business Institute, founded by former NASDAQ founder and president, Gordon Macklin, has funneled hundreds of future business leaders and entrepreneurs into the workforce.

Montgomery College partners with the Capital Area Food Bank (CAFB) through the "Fuel for Success: Nourishing the Mind, Body and Spirit" initiative. This partnership allows the College to host a Mobile Market Program on all three campuses. The CAFB markets offer fresh, seasonal produce at no cost; health, housing, and other service providers are on site as resources too. The Mobile Market Program is only one portion of this initiative. It also includes supporting the food

pantries located on each campus and identifying community resources that address food insecurities. The College looks forward to expanding its capacity to serve students and the community through internal and external partnerships—and is committed to innovative initiatives that address various insecurities that impact the learning conditions for students, to include food insecurity, homelessness, mental health wellness, and others.

A collaboration with the National Academy of Engineering (NAE) initiative resulted in Montgomery College becoming the first community college to have a Grand Challenges Scholars Programs (GCSP). The idea behind the GCSP is to develop engineering students' capacity to solve the largest problems facing engineering and the world in the 21st century— problems like medicine, solar power, reverse brain engineering, clean water, fusion, and carbon sequestration. However, these programs have been limited to 150 universities in the United States and internationally, despite the fact that nearly half of all undergraduates in engineering start their academic career at community colleges. The NAE made it a priority to expand the GCSP initiative to community colleges and worked closely with Montgomery College to develop a model for community colleges and design a GCSP for MC. This will allow MC students to participate in this honors program at MC and transfer institutions, including the University of Maryland College Park and the University of Maryland, Baltimore County.

Montgomery College has provided re-furbished computers to increase access to computer literacy in the county. In the first instance, re-furbished computers were donated to a non-profit organization serving low-income girls. In another instance, Montgomery College set up a computer lab at a county regional services center (East County) and a mobile laptop cart is in operation in the Gaithersburg Library. These two locations are high need areas of our county.

Montgomery College and Montgomery County Public Schools Partnerships

MC and Montgomery County Public Schools (MCPS) share a longstanding partnership that offers dual enrollment to all MCPS students. Where available, students can enroll in MC courses directly at their MCPS high school. Montgomery College expanded its dual enrollment partnership with MCPS. Two programs in particular are Early College and Jump Start. Currently offered to select MCPS high schools, these programs offer an accelerated, rigorous, and rewarding experience for high school students looking to earn an associate's degree along with their high school diploma, which effectively advances the completion agenda and reduces cost and time-to-degree.

In the Early College program, qualifying students will attend MC full-time in 11th and 12th grade to earn either an associate of arts or science degree and concurrently earn a Maryland State high school diploma from their home school. The MC degree earned will transfer to a four-year institution within the state of Maryland. This is a pathway from MCPS to MC, to a bachelor's degree, and then back to the Montgomery County workforce. Program offerings include an AS degree in science (mathematics track); AAT degree in secondary education-mathematics; AA degrees in computer science and business; AAS degrees in cybersecurity, diagnostic medical sonography, physical therapist assistant, radiologic (x-ray) technology, and surgical technology; and AS degrees in biological science, and nursing.

In the Jump Start to College, MCPS students can take an accelerated learning pathway at their own pace, in addition to their high school curriculum, and earn as many as 30 college credits by the time they graduate from their high school.

MC and MCPS collaborated on several other joint initiatives. "Montgomery Can Code," an initiative led by MC, Montgomery Moving Forward, the Montgomery County Economic Development Corporation, and the Apple Corporation aimed to provide economic opportunity for less affluent adults while creating the next generation of tech professionals. MCPS and several other organizations collaborated with the College to bring computer science skills to disconnected youths, who are ages 18-24, through coding classes and clubs that teach Apple Swift programming.

MC hosted 200 MCPS high school students, representing 16 schools, at the fifth Annual Cyber Forensics Challenge. MCPS students spent the school day engaged in team competitions. Working in teams of three, students analyzed electronic evidence and studied clues to a kidnapping mystery accessed through the web and their PCs. They used research, forensics, computing skills, and general knowledge to earn points as they worked their way through the clues. Students heard about career opportunities as well as the requisite skill set for individuals planning to make a career in the cybersecurity industry. Devon Kerr, Principal Researcher for Endgame, which focuses on detection and response technologies, spoke to the students on opportunities to work with Fortune 500 organizations as well as the US Department of Defense on the detection, response, and containment of advance target threat actors as well as large-scale network and application architecture strategic planning and regular gap assessments.

Future Link, a local nonprofit that supports underserved youth and their educational pursuits, in partnership with Montgomery College assists students aged 18 to 25 who may lack access to resources. Participants receive individualized support, required to complete a 14-week seminar on self-advocacy, career development, and workforce skills. Afterwards, students connect with a mentor and receive continued support, such as scholarships, internships, and access to workshops. A number of Montgomery College staff, faculty, and administrators serve as volunteer mentors for Future Link and the College provides meeting space, mentors, and financial aid workshops to the participants. The overall goal is to support students to get to and through college and then into their initial careers.

One of the biggest barriers to college completion is developmental mathematics, especially for underrepresented minority students, who typically come to college with the greatest economic and academic challenges. To address this barrier to student success, Montgomery College is a partner-member of a group Maryland four-year and two-year public colleges in the Maryland Mathematics Reform Initiative (MMRI). This initiative introduces a new statistics curriculum for students in liberal arts and social sciences majors that is as rigorous as the traditional algebra/calculus curriculum sequence required to graduate, but much more applicable and in context to what students need for their majors. In giving students an alternative to traditional remedial mathematics with more "real world" applications to the study of the liberal arts and social sciences than traditional remedial algebra courses, it is anticipated that retention and graduation rates will increase.

MONTGOMERY COLLEGE
2019 ACCOUNTABILITY REPORT

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	64.9%	64.5%	64.8%	65.1%
B.	Credit students with developmental education needs	65.9%	54.4%	54.4%	55.9%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	23.4%	30.3%	24.0%	NA

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,489	8,805	8,665	8,405

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	27.7%	26.9%	26.5%	26.6%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	52.4%	51.4%	53.1%	**53.9%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	33.3%	32.4%	31.3%	30.6%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	69.1%	72.6	71.6%	**74.4%**

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	49.0%	49.0%	44.1%	NA

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	22.6%	23.6%	24.6%	**25.2%**
	b. Black/African-American only	28.4%	28.3%	27.4%	27.1%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.3%	0.2%
	e. Asian only	10.8%	11.2%	11.5%	11.5%
	f. White only	24.8%	24.1%	22.9%	22.5%
	g. Multiple races	2.7%	2.9%	3.0%	3.1%
	h. Foreign/Non-resident alien	10.0%	9.3%	10.0%	9.9%
	i. Unknown/Unreported	0.2%	0.1%	0.2%	0.2%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$14,132	$14,560	$14,888	$15,206
	b. Median income three years after graduation	$34,107	$39,529	$36,937	$43,194

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	56,228	56,001	55,243	54,355	57,877
	b. Credit students	35,524	34,410	32,752	31,342	36,367
	c. Continuing education students	22,244	23,164	24,064	24,609	27,115

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	43.0%	41.3%	39.5%	36.3%	50.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	75.5%	74.7%	73.2%	72.1%	80.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	52.6%	53.6%	50.5%	51.4%	60.0%

4 ... Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	485	518	643	710	600

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	21,552	22,602	22,929	24,036	25,125
	b. Continuing education	1,384	1,165	958	904	1,500

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	55.5%	54.2%	53.7%	54.7%	55.0%

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	8,264	7,790	8,139	8,493	10,000
	b. Annual course enrollments	12,917	12,156	12,600	14,228	14,000

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,545	6,619	7,009	6,500	7,000
	b. Annual course enrollments	12,060	11,726	11,797	10,866	13,000

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	72.4%	73.4%	74.6%	74.3%	80.0%

		Fall 2015	Fall 2016	Fall 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	63.9%	68.0%	71.6%	71.50%	65.0%

		July 2015	July 2016	July 2017	Jul-18	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	52.1%	52.8%	53.6%	53.9%	Not Applicable

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	33.1%	32.3%	34.5%	34.7%	35.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	45.1%	42.9%	43.7%	46.4%	46.0%

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	67.4%	66.6%	62.3%	64.2%	85.0%
	b. College-ready students	61.4%	67.9%	67.2%	67.5%	85.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	71.4%	68.7%	68.5%	67.7%	85.0%
	b. Non-recipients	61.0%	66.1%	65.0%	63.8%	Not Applicable

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	55.7%	44.4%	54.6%	61.1%	60.0%

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.0%	88.2%	86.4%	87.0%	90.0%
b. Developmental completers	76.2%	75.9%	85.9%	83.2%	90.0%
c. Developmental non-completers	50.2%	46.2%	49.8%	40.9%	Not Applicable
d. All students in cohort	72.8%	73.3%	75.5%	75.5%	80.0%

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	68.5%	71.6%	66.2%	69.3%	80.0%
b. Asian only	85.2%	84.4%	85.1%	85.6%	80.0%
c. Hispanic/Latino	75.1%	67.1%	67.4%	72.0%	80.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.5%	68.5%	68.5%	69.8%	74.0%
b. Developmental completers	47.9%	46.7%	44.0%	51.8%	74.0%
c. Developmental non-completers	28.0%	29.0%	18.5%	21.4%	Not Applicable
d. All students in cohort	49.8%	47.5%	45.6%	50.2%	60.0%

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	49.1%	39.7%	45.3%	46.2%	60.0%
b. Asian only	59.9%	55.7%	59.9%	63.3%	60.0%
c. Hispanic/Latino	34.6%	34.2%	38.0%	41.7%	60.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	674	608	583	642	725
b. Transfer degrees	1,984	1,943	2,029	1,934	2,200
c. Certificates	289	287	212	212	305
d. Total awards	2,947	2,843	2,824	2,879	3,230

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,674	5,646	5,487	5,885	5,875

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	1,004	786	822	812	1,225

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	97.0%	100.00%	84.9%	84.2%	90.0%

	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	n/a	86.5%	54.8%	NA	84.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	82.7%	82.8%	85.70%	84.30%	90.0%
Note: Response categories changed starting in 2016.		.			

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Radiologic Technology	100%	100%	100%	100%	90%
Number of Candidates	17	18	13	19	Not Applicable
b. Nursing	74.9%	76.2%	87.0%	90.0%	88.0%
Number of Candidates	171	143	131	120	Not Applicable
c. Physical Therapy	100%	100%	100%	90.9%	80.0%
Number of Candidates	17	13	11	11	Not Applicable

	AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	85.5%	86.1%	85.7%	85.0%
b. Mean GPA after first year	Not Available	2.81	2.85	2.85	2.80
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	34.7%	34.2%	34.1%	33.3%	36.0%
b. Academic support	16.9%	17.0%	17.7%	17.4%	17.0%
c. Student services	11.5%	12.2%	12.3%	12.2%	12.0%
d. Other	36.9%	36.6%	35.9%	37.1%	35.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	85.0%	60.0%	64.9%	87.0%	90.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation	92.0%	83.3%	62.0%	67.3%	90.0%
Note: Response categories changed starting in 2016.					

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	9,079	10,060	10,206	10,978	12,000
b. Annual course enrollments	16,441	19,264	19,566	21,298	19,000

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,972	5,432	5,517	5,081	6,000
b. Annual course enrollments	9,874	11,348	10,974	10,627	11,000

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	62	67	68	71	80

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,144	4,004	3,902	5,047	4,000
b. Annual course enrollments	6,977	8,917	8,848	11,045	7,500

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34 Employer satisfaction with contract training	97.6%	98.0%	98.0%	98.0%	95.0%

MONTGOMERY COLLEGE
FALL 2014 COHORT FOR DEGREE PROGRESS REPORT

	All Students		College-Ready Students		Developmental Completers		Developmental Non-Completers	
1. First-time Full- and Part-Time Fall headcount.								
2. Number attempting fewer than 18 hours over first 2 years.								
3. Cohort for analysis (Line 1 - Line 2)	2,959	100%	772	100%	1,574	100%	613	100%
4. Earned Associate Degree from MC.	719	24.3%	296	38.3%	413	26.2%	10	1.6%
5. Earned Certificate, but No Degree, from MC.	23	0.8%	9	1.2%	8	0.5%	6	1.0%
6. Total Associate & Certificate Graduates (Line 4 + Line 5)	742	25.1%	305	39.5%	421	26.7%	16	2.6%
7. Transferred to Maryland 2-Year/Technical College.	49	1.7%	5	0.6%	20	1.3%	24	3.9%
8. Transferred to Maryland Public 4-Year College/Univ.	982	33.2%	382	49.5%	553	35.1%	47	7.7%
9. Transferred to Maryland Private 4-Year College/Univ.	19	0.6%	6	0.8%	13	0.8%	0	0.0%
10. Transferred to Out-of-State 2-Year/Technical College.	44	1.5%	8	1.0%	19	1.2%	17	2.8%
11. Transferred to Out-of-State 4-Year College/Univ.	235	7.9%	71	9.2%	127	8.1%	37	6.0%
12. Total Transfers (Sum of Lines 7 - 11)	1,329	44.9%	472	61.1%	732	46.5%	125	20.4%
13. Graduated from MC & Transferred (Line 6 intersection Line 12)	585	19.8%	238	30.8%	337	21.4%	10	1.6%
14. Graduated and/or Transferred { (Line 6 + Line 12) - Line 13 }	1,486	50.2%	539	69.8%	816	51.8%	131	21.4%
15. No Award or Transfer, but 30 credits with GPA ≥ 2.00.	521	17.6%	105	13.6%	366	23.3%	50	8.2%
16. Successful Transition to Higher Ed (Line 14 + Line 15)	2,007	67.8%	644	83.4%	1,182	75.1%	181	29.5%
17. Enrolled at MC last term of study period.	226	7.6%	28	3.6%	128	8.1%	70	11.4%
18. Successful or Persisting (Line 16 + Line 17)	2,233	75.5%	672	87.0%	1,310	83.2%	251	40.9%

PRINCE GEORGE'S COMMUNITY COLLEGE
2019 PERFORMANCE ACCOUNTABILITY REPORT

MISSION

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community (effective July 1, 2018).

INSTITUTIONAL ASSESSMENT

Overview
The 2019 Performance Accountability Report (PAR) marks the fourth year of the fiscal year (FY) 2016-2020 cycle. The benchmarks established for Prince George's Community College (PGCC) for this cycle are set to promote maximum impact on those metrics that represent the greatest challenges for the College and its students. Achieving the benchmarks set for these key metrics has necessitated significant changes at the College (e.g. organization realignment efforts, involvement in the American Association of Community Colleges' Pathways Project, etc.). In FY2018, the College conducted the review and refresh of the Strategic Plan. The review process culminated on July 1, 2018, with the launch of the FY2019-2021 Strategic Plan, focused on three strategic goals:
- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.
- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

Each of the strategic goals is advanced through carefully chosen implementation strategies and supporting projects. To achieve the Student Success goal, the College is establishing purposeful connections with students in their first year, expanding case-management advising, strengthening academic and non-academic supports, expanding and enhancing online leaning, and fully implementing Open Educational Resources (OERs).

The Regional Impact goal is supported by implementation strategies focused on education, the economy, and culture, with supporting projects such as the upcoming opening of the Center for the Performing Arts on September 26, 2019, and the expansion of community programs in culinary arts and the performing arts.

The implementation strategies to achieve the Organizational Excellence goal focus on showcasing student success, improving talent acquisition and retention, transforming business processes, and strengthening safety, security, and information security. Some of the supporting projects under this goal include launching a project management and strategy office, updating the

College Code, improving grants' development processes, and integrating credit and continuing education functions.

All of these "at scale" initiatives are being regularly monitored through a set of key performance indicators and established targets, which allow the College to determine gains and adjust the portfolio of implementation strategies and supporting projects as needed in order to achieve the Strategic Goals.

MHEC Assessment of the 2018 PAR Submission:
The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

PGCC Response
PGCC has long recognized the importance of equal opportunity and diversity in education. PGCC is one of only two community colleges in Maryland that services a credit student body made up primarily of minority students, reflecting the demographics of its primary service area, Prince George's County.

The holistic institutional transformation PGCC is undergoing provides opportunities for increase student success for all students through at-scale improvements to the student experience inside and outside the learning environment. Curricular changes resulting in 10 Academic and Career Pathways, streamlining the onboarding experience from application to registration, revamping developmental education, and expanding academic and career case-management advising are a few key initiatives implemented over the past 5 years. Early results are yielding a nearly 4 percentage-point increase in the graduation-transfer rate for Black/African-American students from the fall 2011 to the fall 2014 cohort (PAR 19a).

At the same time, Prince George's Community College continues to invest in targeted interventions such as Diverse Male Student Initiatives (DMSI) and TRiO Upward Bound. Started in 2009, DMSI is an experiential, year-long program focused on the development of future male leaders. Open to all males at College, the program has primarily served minority male students.

DMSI students often face common challenges such as uncertainty about their academic and career goals, need for guidance with self-confidence and time management, academic barriers, and lack of knowledge on how to navigate college and accessing available support resources.

DMSI helps male students focus their energies on self-improvement and community involvement. Since its inception, over 1,000 DMSI scholars have increased their knowledge of social, cultural, and economic drivers within Prince George's County. They have gained skills that enhance their ability to take leadership roles, and developed a network with current and future leaders. Career and personal development training, leadership training, workforce preparation, and communications skills help students build a strong foundation for success. In addition, internship and cooperative education experiences, alongside diversity training, support a student's ability to lead.

Focus groups are conducted with the men of DMSI to assess whether the program is having its intended effects. In addition, the men are required to complete a 5-year plan portfolio that outlines the goals they have set. This portfolio, once completed, is used as a measure in the one-on-one meetings to gauge student progress and to ensure the student is receiving the appropriate support to accomplish their goals. The effectiveness of the program can also be assessed through its impact on student retention and academic success. The fall-to-fall retention rate for those participating in the program, excluding graduates, has increased 16 percentage points, from 48% in fall 2015 to 64% in fall 2017. In addition, academic success as measured by the percentage of students who pass all of their courses with a C or better has increased by almost 6 percentage points from 61% in fall 2015 to close to 67% in fall 2018.

The TRiO Upward Bound program at PGCC targets high school students who are first generation prospective college students and qualify as low income as defined by the U.S Department of Education. In the program year 2017-2018, sixty students were funded to participate, with 43 identified as low income and first generation. Some of the barriers faced by students in the Upward Bound program include lack of knowledge on how to obtain financial and academic support and how to navigate college. Prior to starting Upward Bound, students engage in a six-week summer session that helps prepare them for classes. Interventions that students received throughout the year include bi-weekly Saturday sessions, grade-level refresher courses, individualized academic assessments, weekly academic tutoring, and educational, social, and cultural activities. Specific objectives are used to evaluate the program:

- 70% Academic Performance—Grade Point Average
- 85% Academic Performance on Standardized Tests
- 85% School Retention and Graduation
- 60% School Retention and Graduation (Rigorous Secondary School Program of Study)
- 70% Post-Secondary Enrollment
- 30% Post-Secondary Completion

In the 2017-2018 the program year, all objectives were significantly surpassed.

Student Characteristics

The majority of credit students served by PGCC enroll part-time (72.7% in fall 2018, PAR A) and almost half report working more than 20 hours per week (49.2% in spring 2018, PAR G). More than half are aged 24 years or younger (61.4% in fall 2018, PAR Fa), with the percentage of students aged 25 or older decreasing over time. Conversely, 78.5% of continuing education students are 25 years of age of older (PAR Fb).

Financial aid recipients are strongly represented in the credit student population with 33% receiving Pell Grants in fall 2018 (PAR Ea) and 46.5% receiving loans, scholarships, and/or need-based financial aid (PAR Eb). The percentage of credit students entering with developmental education needs continues to decline (64.7% in fall 2018 as compared to 81.2% in fall 2015; PAR B). In fall 2018, PGCC implemented changes to determine more accurately whether students need developmental coursework, including considering alternative measures such as high school GPA and using a combined reading and writing score for placement in English courses.

Trends in PGCC's student population reflect the demographic patterns of its primary service area, Prince George's County, with 70.7% of credit students enrolled in fall 2018 identifying as Black/African-American (PAR Hb). The percentage of Hispanic/Latino students rose from 10.5% of the credit student population in fall 2015 to 12.4% in fall 2018 (PAR Ha). PGCC continues to attract students in English for Speakers of Other Languages courses (5,854 students; PAR D) as well as first-generation college students, 51.7% of credit students in spring 2018 (PAR C).

ACCOUNTABILITY INDICATORS

State Plan Goal 1: Access

While headcount declined in FY2018 in both credit and continuing education (PAR 1b and 1c), the College has taken steps to stem the decline and stabilize enrollment, including streamlining new student recruitment, onboarding, and orientation. In spring 2019, the College launched EAB Navigate, an online platform that shows students all the steps to enroll in a user-friendly sequential display on a desktop or mobile app. Additionally, the College audited and updated communication collateral to students, reduced student account generation from 4 hours to 15 minutes from the time of application, launched a New Student Orientation Platform, activated course wait-listing, and created a FAQs document and registration/payment confirmation letter for newly registered students. The College has also worked to revise the credit, non-credit, and international student applications and plans to implement the revised applications in the coming year.

The College continues to prioritize affordability (PAR 7) and increased access, particularly through investments aimed at expanding and enhancing online learning (PAR 6a and 6b). Notably, the College has improved the internal network infrastructure to support students and faculty using web-based technologies in the online and on-campus classrooms. The College is now able to reliably deliver and manage all types of content including video, courses, documents, and instructor-facilitated learning, accessed from anywhere and at any time. To

expand access to online program data and enhance decision making, the College implemented Blackboard Analytics for Learn. Advisors and department chairs are able to use Learning Management System (LMS) data to identify patterns of student success, plan strategic interventions, and monitor the student learning experience.

In an effort to reduce the overall cost of attendance for students, the College continually seeks out high quality and appropriate Open Educational Resources (OERs). In spring 2019, OERs were used in 141 course sections resulting in 2,154 students saving over $172,320 in textbook costs. The greatest adoption of OERs has been in STEM courses. OERs typically encompass free, online learning content, software tools, and digital curricula. Using OERs can help create equity among different student populations by ensuring that all students have the materials they need on the first day of class, regardless of their income or financial support. In addition, OERs can help improve curriculum and pedagogy by allowing faculty to customize materials to meet student needs and address learning objectives at the appropriate level. The College is committed to encouraging, supporting, and sustaining the use of OERs and accessible formats for all courses, as appropriate, without compromising quality of content.

The College also continues to show improved access through a continuous increase in high school students who are dually or concurrently enrolled (35.5% increase from the previous year, PAR 5). The early/middle college programs primarily serve first-generation minority students who are eligible for free and reduced meals (FARMS). These students are traditionally categorized as underserved. Maryland's first middle college, the Academy of Health Sciences (AHS), graduated its fifth class in May 2019: 100 students earned an associate's degree in general studies with an emphasis in health sciences. Graduating students were awarded a total of nearly $14 million in scholarships based primarily on merit. The AHS was ranked in the 99th percentile on the 2018 Maryland School Report Cards website.

In 2013, PGCC implemented their second middle college program, Information Technology Early College (ITEC), with the Chesapeake Math and Information Technology (CMIT) North public charter school located in Laurel. Modeled after the AHS, the ITEC Program provides an opportunity to earn certifications and an associate degree in Information Technology within four years. There are 62 students enrolled in ITEC North. In May 2019, 11 students from the third class of 14 students completed the program and received their associate degrees.

Building on the successes of the first ITEC North, the College opened the second ITEC in fall 2016 at CMIT South located in Upper Marlboro. The ITEC Programs admit up to 22 rising ninth grade students per year at each location; 46 students are currently enrolled at ITEC South. The first graduating class for ITEC South will be in May 2020.

The achievements of the PGCC and PGCPS partnership have garnered the admiration of community colleges and public school systems throughout the United States, some of which have visited the College to study best practices in student completion. The fruitful partnership continued with the implementation in fall 2017 of three new early college access opportunities for County students: Teacher Preparation Early College; Pathways in Technology Early College High School (P-TECH); and the 3D Scholars Program.

The Teacher Preparation Early College program provides students an opportunity to earn an associate degree in Teacher Education. The curriculum aligns with the Bowie State University Bachelor of Science in Elementary Education and the University of Maryland Bachelor of Science in Middle School Mathematics and Science to ensure a seamless transfer of students. In its second year with grades 9 and 10, 98 students are currently enrolled. Recruitment is underway for the third cohort of up to 50 students to enter in fall 2019. The Teacher Preparation Early College will have its first graduating class in May 2021.

Along with industry partners, PGCC and PGCPS opened the grant-funded P-TECH program housed at Frederick Douglass High School. The career pathways are Hospitality Services Management and Health Information Systems. The curriculum was developed as required by the grant to provide four, five, and six-year options for completion of the associate degree. Students enter the program in grade 9. Current enrollment includes 125 students. Students will graduate from the P-TECH program for the first time in May 2021.

The Prince George's 3D (Diploma – Associate's Degree – Bachelor's Degree) Scholars Program is a specific initiative utilizing dual credit to facilitate college completion. The program is a partnership among PGCC, PGCPS, and University of Maryland University College (UMUC). This unique program is designed to help county residents move from high school (PGCPS), to community college (PGCC), to four-year college/university (UMUC) to earn a Bachelor's degree, all at a guaranteed cost of no more than $10,000. The initial career pathways are business administration, criminal justice, and cybersecurity. These programs were selected based upon PGCC's data that showed a substantial number of students transfer to UMUC in these areas of study.

Students enroll in the 3D program as rising juniors and are expected to complete 30 college credits at PGCC through dual enrollment over the subsequent two years. The students then enroll at PGCC to complete the remaining credits required for the associate's degree at a reduced tuition rate. Next, students will transfer to UMUC to complete the bachelor's degree. When the students complete their bachelor's degree, they will have spent no more than $10,000 for this premier education. Presently, 40 students are enrolled in the 3D Scholars Program located at Charles Herbert Flowers High School. PGCPS has employed an on-site advisor for the program and plans to scale the program up to 100 students per year. The 3D Scholars Program will have its first students graduate in May 2020.

The success of these small, cohort-based early/middle college programs is evidenced by an average 3.14 GPA in college-level courses and associate-degree completion rates that range between 75% and 84% depending on the cohort.

PGCC has also initiated programs to support high-school student matriculation from PGCPS, such as Dual-to-Degree and Creating Opportunities of Academic Success and Transfer (COAST). Through these programs, the College is well positioned to increase market share of first-time full-time and recent, college-bound high school graduates (PAR 2 and PAR 4).

Dual-to-Degree provides financial incentives by extending a portion of the tuition discount given to dually enrolled students if they continue their studies at PGCC upon high school graduation.

In the 2016 inaugural year, the College recruited 31 students. Since then, the number of students recruited through this initiative experienced continuous growth, rising to 65 students recruited and participating in fall 2017 and to 128 in fall 2018. As of June 5, 2019, 223 potential students have been recruited for fall 2019. Dual-to-Degree serves as a catalyst to engage former dual and concurrent enrollment students in finishing their academic journey at PGCC with an associate's degree within two years.

COAST is a high school to college pathway program that places dedicated PGCC academic coaches in targeted PGCPS high schools to ensure participants "coast seamlessly from high school to college completion." Coaches provide academic and student support, using an intrusive, case management approach. Coaches provide guided assistance on personal management, test preparation, tutoring, applying to college, financial aid, scholarship searching, college visits, and career exploration. There are currently 8 COAST Coordinators in 14 targeted schools, who serve a point of contact for students to navigate successfully their transition from high school to college. The launch of COAST in January 2017 has been a crucial factor behind the significant increase in dual enrollment from FY2017 to FY2018 [PAR 5].

The Prince George's County Promise Scholarship serves as a lifeline for students who are uncertain as to how they will afford their education. The Prince George's County Promise Scholarship pays for tuition and mandatory fees that are not covered by federal or state financial aid. Applicants must be Prince George's County residents, PGCPS graduates within the past two years and first-time college students entering PGCC. The scholarship is open to students seeking an associate degree, industry certification, or licensure in a workforce training program. The Prince George's County Promise Scholarship was awarded to 252 scholars during the 2018-2019 school year. As of June 6, 2019, the Prince George's County Promise Scholarship disbursed $973,968 to associate degree seekers.

Scholars are required to maintain a 2.5 GPA or higher to remain in good standing with the scholarship. During the 2018-2019 academic year, the average cumulative GPA for associate degree seeking Promise Scholars was 2.87. Leveraging available resources to be successful, many Promise Scholars participate in a variety of support programs and mentorship opportunities at the College including the Dual to Degree program, TRiO – Student Support Services, the Honors Program, Women of Wisdom, and the Diverse Male Student Initiatives.

Scholars are also required to volunteer in the community. For the fall 2018 semester, scholars volunteered with the SHARE Food Network, ZooLights at the Smithsonian's National Zoo, and the National Capital Area Salvation Army Angel Tree and Feast of Sharing. For the spring 2019 semester, scholars volunteered with the SHARE Food Network, the #HashtagLunchbag Feed the Homeless event at PGCC, the Greater Washington Muscular Dystrophy Association 2019 Muscle Walk, and the Prince George's County Diabetes Prevention Walk.

Diversity: Training, Engagement, and Curriculum
As reflected in the College's mission, PGCC exists to educate, train, and serve diverse populations through accessible, affordable, and rigorous learning experiences. PGCC's minority student enrollment is comparable to its service population (PAR 10-12), with the percent of

nonwhite credit enrollment (95.9%) and minority full-time administrative and professional staff (78.9%) exceeding the College's fall 2020 benchmarks.

With a commitment to serving the educational and training needs of a diverse employee and student population, an array of diversity-related courses were offered for employees this year through the Professional and Organizational Development department. Mandatory training for employees and managers was conducted on Title IX for Higher Education (completed by 1896 employees) and on the Americans with Disabilities Act (completed by 2110 employees). In addition, 133 employees completed training on LGBTQ Campus Awareness and 87 employees participated in training on "Bringing our Values to Life."

The Leadership courses at the College now include a diversity component to provide leaders at the College with the tools and the knowledge to create a diverse and inclusive environment. In spring 2019, the "Emerging Leaders Program" included the training "Village of 100." Safe-Space Training (LBGTQ) was also provided. In addition, throughout the year, a variety of diversity, equity, and inclusion programs were offered to the College community.

The College also continues to improve the integration of diversity into classroom learning. This year, the Diversity Committee began reviewing the current course catalog to determine courses in all Pathways that align with the College's diversity definition. As a result of this review, six courses were selected to examine how students experience learning about diversity.

Interfaith programming included a field trip to the Underground Railroad Experience Trail in Sandy Spring, Maryland, a site known historically as a center of religious and community life and a sanctuary for escaped slaves. The members of the Interfaith and Community Service Committee presented a workshop on College Professional Development and Enrichment Day in October entitled "Speed Dialogue: Pathways to Interfaith Exploration." A Seder Meal was also offered to the College community. Participants were invited to come and learn about Passover, a significant and important holiday for Jews, Christians, and Muslims.

Prince George's Community College is represented in the National Association of Diversity Officers in Higher Education (NADOHE), the Mid-Atlantic Diversity Officers in Higher Education (MADOHE), and the Maryland Community College Diversity Roundtable of which the director of Governance and Diversity serves as one of two co-chairs, and the Washington Regional Task Force Against Campus Prejudice (WRTF). On September 29, 2018, during the 19th National Role Models Conference sponsored by Minority Access, Inc., Prince George's Community College was one of less than 40 colleges and universities across the country recognized as an institution committed to diversity for 2018. This was the fourth consecutive year that the College has received this award.

State Plan Goal 2: Success
The success of the institution is best demonstrated through the success of its students. Graduates report high rates of satisfaction with their educational achievement (94.9% for graduates, PAR

22; and 72.5% for non-returners, PAR 23) and graduate preparation for transfer (93.3%, PAR 24).

The College has dedicated significant resources toward improving fall-to-fall retention rates (PAR 13 and 14), successful-persister rates (PAR 16 and 17), and graduation-transfer rates (PAR 18 and 19). Since 2010, significant changes in curriculum, assessment, and services have been implemented to target these areas. Gains in these areas were seen for the college-ready students in the fall 2013 cohort with an increase of 4.9 percentage points in the graduation-transfer rate compared to the fall 2012 cohort (PAR 18a). These gains were maintained, with an additional one percentage point increase, for the fall 2014 cohort. In addition, the college-ready students in the fall 2016 cohort showed an increase of 3.8 percentage points in fall-to-fall retention compared to the fall 2015 cohort (PAR 13b). The upward trend continued with the fall 2017 cohort, which showed an additional one percentage point increase.

In FY2018, the College awarded 26.7% more transfer degrees and 18.9% more career degrees than in FY2017 (PAR 20a and b). Additionally, the College saw a 7% increase in credit awards in STEM programs (PAR 21b).

Student success is also evident at the transfer institution for those who continue their education. For students transferring to four-year institutions in academic year (AY) 2017-2018, 81.4% earned a cumulative GPA of 2.0 or higher after their first year (PAR 26a).

PGCC has focused on providing a clear direction for students in their first year through its involvement in the Pathways Project. Pathways work has demonstrated that providing students with a solid foundation in the first year places students on a path that leads to continuous enrollment, completion of courses, and ultimately graduation. To support that solid foundation in the first year, the College has redesigned the developmental English, reading, and mathematics courses to streamline the sequences, align them to programs, and accelerate student progress.

For English and reading, integrated reading and writing courses were implemented in fall 2018 and, for eligible students, they could be taken concurrently with select credit courses. Open Educational Resources were introduced in almost all course sections for thematic-based units. The Accelerated Learning Program (ALP) has been scaled for students who need additional support as they take English 1010. With the expansion of ALP and new criteria for determining college readiness, 217 more students were able to pass college-level English with a C or better in fall 2018.

The math faculty have created several Math Paths aligned to Academic and Career Paths (meta-majors) so that students take only the math they need for their degree. In addition, math co-requisite courses have been developed so that eligible students can complete their last developmental course in the same semester as the credit math course. Math co-requisites were offered for the first time in spring 2018, with additional sections offered in fall 2018. Preliminary results from the math co-requisite model are extremely promising as 71% or more of the students who took a co-requisite course passed the corresponding college-level Math course with a C or better.

In addition to Pathways-specific curricular initiatives, all career and academic advisors completed the National Career Development Association (NCDA) career certification training. The advisors are now able to offer career exploration and assessment services to students as part of the overall services offered to students. The NCDA career certification was later expanded to include staff members in grant funded programs that require career exploration as part of the grant requirements. In April 2019, the certification was also extended to academic deans and program chairs.

Starting in fall 2017, the Office of Student Academic Planning and Career Readiness implemented embedded advising. Through this initiative, advisors are assigned to programs and serve as the first points of contact for students admitted to the program of study. Understanding of the program allows advisors to clearly, succinctly, and thoroughly inform students of course overviews, petitioning deadlines, prerequisite courses, GPA minimums, and other program-specific information. In 2018, embedded advising was expanded to include additional programs. In addition, faculty advising began to be implemented as a pilot with full time coordinators and chairs. Faculty advisors underwent a two-day advising training to equip them with tools to serve assigned student populations. All professional advisors and faculty advisors were introduced to the EAB Navigate, a digital platform that will allow them to instantly access student information and offer case management advising to students. Full implementation of EAB Navigate for case management advising is expected to be completed by spring 2020.

Student success, as highlighted by student performance on licensure and certification exams (PAR 25), is critical to PGCC's mission. In FY2018, pass rates were greater than 80% in Radiography (91%) and Respiratory Therapy (100%). The Paramedic program experienced a 9 percentage point improvement in students' licensure pass rate from FY2017 to FY2018.

Recognizing the need to continue to improve licensure pass rates for graduates from the Nursing program, the faculty have identified key contributing factors and related action plans. Following Prince George's Community College (PGCC) Board of Trustees' approval, the use of Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS) admission testing started with the incoming spring 2016 class. As of fall 2018, the TEAS preparedness score was raised from Basic to Proficient or above and this entry requirement was added for students applying for the Licensed Practical Nurse to Registered Nurse (LPN-RN) program option. Effective for spring 2019 admissions, students must have a minimum ATI TEAS reading score of 70% to be eligible for admission.

In addition, starting in spring 2019, students approaching graduation are required to take the NCLEX-RN Live Review Course, which is provided on-campus, during the capstone Nursing course. Students must also meet the benchmark score on the ATI Comprehensive Predicator in order to pass the capstone.

State Plan Goal 3: Innovation
In fostering innovation to improve access and student success, the College ensures that graduates are adequately prepared and their skills are aligned with workforce demands. According to the 2016 Alumni Survey, 87% of graduates are employed full time in related fields (PAR 28) and report 100% satisfaction with job preparation, exceeding the College's benchmark (PAR 29).

In FY2018, 3,932 students benefitted from continuing professional education leading to government or industry-required certification or licensure (PAR 31), while 3,169 students participated in contract training courses (PAR 33). Most recently (FY2018), employers reported 90.9% satisfaction with contract training (PAR 34).

The College partners with employers to offer innovative training programs and customized training solutions leading to new employment opportunities and avenues for growth for incumbent workers. In partnership with Access Management, LLC, a community social health and well-being agency, the College launched the Community Health Worker Certificate program in fall 2017. Students complete 120 hours of didactic and experiential training in topics identified by the Maryland Department of Health and Mental Hygiene and Maryland Insurance Administration plus 100 hours of internship training. During FY18, 15 students completed the training and 14 moved into employment.

During FY2019, the College continued its work with University of Maryland Capital Region Health (UMCRH) in developing onsite Certified Nursing Assistant training for UMCRH staff. The College also collaborated with Goodwill of Greater Washington to customize curricula and deliver a Medical Office Assistant/Electronic Health Records training program for its clients. The College continued to work, in partnership with the City of Seat Pleasant, on the development of a new Smart Cities Certificate curriculum for a training program expected to launch in fall 2019. The City of Seat Pleasant will deploy censors throughout the city that collect data about residents' health and the environment. The training will support the city by ensuring that there is a pool of qualified candidates to maintain technologies vital to Seat Pleasant as it evolves into a Smart City.

COMMUNITY OUTREACH AND IMPACT

PGCC is heavily engaged with its surrounding communities and the County at large. At an institutional level and through the work of individual units and departments, the College has developed strong partnerships and initiatives "to identify and respond to the region's present and future priorities," as outlined in one of its three Strategic Goals.

PGCC partners with the county government on the Summer Youth Enrichment Program (SYEP). PGCC supports this initiative in two ways: by providing job-readiness and industry-based training for up to 2,000 youth annually, and second, by serving as a host site for the SYEP, a six-week, entry-level introduction to public service for youth in Prince George's County. This county-wide initiative offers youth enriching and constructive summer work experiences in various assignments throughout our government and community. From an applicant pool of 10,000 young people, 7,000 receive offers for summer employment, with those who complete job training at PGCC given priority placement.

PGCC is also committed to volunteer at the SHARE Food Network Warehouse three times each month. SHARE (Self Help and Resource Exchange) is sponsored by the Catholic Charities Archdiocese of Washington, D.C. and is a non-profit, community-based organization dedicated to moving healthy groceries at roughly 50% discount into homes and is a community-building network. Thousands of families count on SHARE each month for affordable, nutritious groceries

that are sold through SHARE's volunteer-run locations throughout the Washington metropolitan area. Students and employees support the SHARE Food Network program - one Saturday on a bagging day, one Saturday on a food distribution day, and one Friday on a food distribution day.

The College believes in the importance of preparing students for life outside of the classroom. PGCC offers students a holistic experience which empowers them to make a positive impact on society. Among other opportunities available to students, the Intercollegiate Athletics student athletes participated in several community outreach programs. The men's soccer team supported the PGCPS Stuff-A-Bus event by donating twenty-four book bags packed with school supplies and volunteering at the event. The men's basketball team participated in a Project Giveback, among other community service projects, and read to students at Barack Obama Elementary School and Riverdale Elementary School.

The student clubs and organizations also participated in a variety of community service activities. The Future Health Professionals Club collected and provided clothing to patients suffering from Lupus; in addition, they sponsored a sanitary item donation drive and provided the collected donations to the students at the Academy of Health Sciences. The Nursing Club gathered socks and distributed them to the homeless population. The Owl Success Squad Ambassadors shared their college experiences at PGCC with high school students. The Muslim Student Association picked up trash around the College grounds. Multiverse facilitated a track meet for county youth. The Student Governance Association, Campus Activities Board, Fitness Factor, the Honor's Society, and Owl Success Squad Ambassadors hosted the 5K Color Run for a Cause; the proceeds were donated to PGCC Cares. The Women in Cybersecurity Club raised awareness of cybersecurity at the Chesapeake Math and IT South STEM Charter School and the South High School. The Math Club tutored students at the Math Learning Center at Woodmore.

TRiO Student Support Services (SSS) remains dedicated to modeling civic responsibility in Prince George's County and throughout the region. On November 17, 2018 eight TRiO volunteers met at ECO City Farm in Bladensburg, Maryland, where they worked with farm staff and other volunteers from University of Maryland at College Park on clearing overgrown weeds.

The College also hosted a variety of events for the community. The Athletics department collaborated with the Prince George's Public and Private Boys and Girls Basketball Coaches Association to host the PGCPS's Boys and Girls Basketball All Star games and the PGCPS vs Private Schools All Star games. Over 3,000 community members attended. Other community events hosted by the College included the Owl Caravan, the Pregnant and Parenting Teen Conference, the Inspiring Leadership and Excellence event, National Hispanic College Fair, and the annual Open House. New outreach activities this year included the revitalization of Adopt-A-School and ABE/GED/ESL outreach and newly formed partnerships with organizations like USDA, Joe's Movement Emporium, and the LEEP to College Foundation.

Prince George's Community College
2019 ACCOUNTABILITY REPORT

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
A. Credit students enrolled part time	73.5%	72.1%	72.6%	72.7%
B. Credit students with developmental education needs	81.2%	79.3%	71.2%	64.7%

	Spring 2012	Spring 2014	Spring 2016	Spring 2018
C Credit students who are first-generation college students (neither parent attended college)	57.4%	55.6%	56.4%	51.7%

	FY 2015	FY 2016	FY 2017	FY 2018
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,656	5,599	6067	5854

	FY 2015	FY 2016	FY 2017	FY 2018
E Financial aid recipients				
a. Credit students receiving Pell grants	35.2%	33.5%	31.9%	33.0%
b. Credit students receiving loans, scholarships and/or need-based financial aid	43.8%	42.5%	47.3%	46.5%

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
F Students 25 years old or older				
a. Credit students	43.3%	41.2%	40.7%	38.6%

	FY 2015	FY 2016	FY 2017	FY 2018
b. Continuing education students	74.6%	74.7%	73.9%	78.5%

	Spring 2012	Spring 2014	Spring 2016	Spring 2018
G Credit students employed more than 20 hours per week	56.8%	47.7%	57.8%	49.2%

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	10.5%	11.3%	11.7%	12.4%
b. Black/African-American only	71.7%	70.9%	71.0%	70.7%
c. American Indian or Alaskan native only	0.4%	0.4%	0.4%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.0%	0.1%	0.1%
e. Asian only	3.5%	4.2%	4.2%	4.1%
f. White only	5.0%	4.6%	4.1%	3.9%
g. Multiple races	2.8%	3.1%	3.2%	3.2%
h. Foreign/Non-resident alien	2.4%	2.7%	3.0%	3.1%
i. Unknown/Unreported	3.5%	2.7%	2.4%	2.2%

	FY 2015	FY 2016	FY 2017	FY 2018
I Wage growth of occupational program graduates				
a. Median income one year prior to graduation	$19,515	$23,224	$19,622	$18,655
b. Median income three years after graduation	$50,340	$53,840	$48,028	$47,717

Goal 1: Access

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1 Annual unduplicated headcount					
a. Total	41,013	39,323	39,182	35,670	**43,000**
b. Credit students	18,889	18,106	17,370	16,791	**21,000**
c. Continuing education students	23,779	22,862	23,060	20,404	**22,000**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2 Market share of first-time, full-time freshmen	23.5%	6.7%	23.1%	21.8%	**40.0%**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3 Market share of part-time undergraduates	55.9%	0.3%	51.6%	51.7%	**70.0%**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4 Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	23.5%	6.7%	25.8%	25.4%	**50.0%**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5 High school student enrollment	688	867	1051	1424	**1,500**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	13,803	13,894	12,253	12,151	**14,500**
b. Continuing education	1,353	1,352	2,159	2,080	**1,500**

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	51.5%	50.3%	50.8%	49.7%	**50.0%**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020

8	Enrollment in continuing education community service and lifelong learning courses				
	a. Unduplicated annual headcount	8,051	7,188	6,753	6,674	**11,000**
	b. Annual course enrollments	37,740	40,740	34,263	36,367	**40,000**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,256	5,994	6,982	7,050	**6,250**
	b. Annual course enrollments	9,455	9,010	10,339	10,604	**9,500**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark** **Fall 2020**
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	94.7%	95.2%	95.6%	95.9%	**92.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
	b. Percent nonwhite continuing education enrollment	87.0%	87.5%	87.4%	87.8%	**92.0%**

		July 2015	July 2016	July 2017	July 2018	**Benchmark** **July 2020**
	c. Percent nonwhite service area population, 18 or older	85.1%	85.5%	86.0%	86.3%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark** **Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	43.8%	48.2%	47.7%	47.9%	**48.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	**Benchmark** **Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	73.6%	75.9%	75.9%	78.9%	**73.0%**

Goal 2: Success

		Fall 2014 **Cohort**	**Fall 2015** **Cohort**	**Fall 2016** **Cohort**	**Fall 2017** **Cohort**	**Benchmark** **Fall 2019 Cohort**
13	Fall-to-fall retention					
	a. Developmental students	58.0%	54.3%	53.5%	52.2%	**55.0%**
	b. College-ready students	55.0%	52.5%	56.3%	57.4%	**60.0%**

		Fall 2014 **Cohort**	**Fall 2015** **Cohort**	**Fall 2016** **Cohort**	**Fall 2017** **Cohort**	**Benchmark** **Fall 2019 Cohort**
14	Fall-to-fall retention					
	a. Pell grant recipients	57.6%	55.1%	55.0%	55.0%	**60.0%**
	b. Non-recipients	57.4%	52.9%	53.2%	52.4%	**Not Applicable**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	27.4%	26.3%	28.3%	29.4%	**40.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	73.7%	73.1%	74.9%	73.3%	**80.0%**
b. Developmental completers	88.7%	92.6%	92.2%	89.8%	**85.0%**
c. Developmental non-completers	48.6%	49.4%	44.8%	44.0%	**Not Applicable**
d. All students in cohort	62.8%	62.5%	60.3%	60.1%	**70.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	60.7%	60.6%	59.8%	58.0%	**70.0%**
b. Asian only	78.1%	71.0%	71.9%	81.0%	**82.0%**
c. Hispanic/Latino	65.0%	64.6%	59.1%	60.5%	**72.0%**
Note: Not reported for groups with < 50 students in the cohort for analysis.					

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	48.2%	48.2%	53.1%	54.1%	**65.0%**
b. Developmental completers	42.4%	50.9%	47.9%	46.8%	**55.0%**
c. Developmental non-completers	26.1%	29.1%	26.9%	26.8%	**Not Applicable**
d. All students in cohort	33.4%	36.8%	35.4%	36.2%	**50.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	31.9%	35.8%	35.3%	35.5%	**50.0%**
b. Asian only	42.2%	43.5%	43.8%	46.8%	**55.0%**
c. Hispanic/Latino	32.9%	31.4%	30.5%	31.2%	**48.0%**
Note: Not reported for groups with < 50 students in the cohort for analysis.					

	FY 2015	FY 2016	FY 2017	FY2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	332	315	355	422	**498**
b. Transfer degrees	576	610	501	635	**864**
c. Certificates	212	209	205	117	**318**
d. Total awards	1,120	1,134	1061	1174	**1,680**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	4,723	4,498	4,478	4,478	**5,500**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	388	354	380	407	**500**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	97%	97%	97.3%	94.9%	**98.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	77%	73%	70.3%	72.5%	**75.0%**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	95.0%	93.5%	95.0%	93.3%	**90.0%**
Note: Response categories changed starting in 2016.		.			

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Health Information Management	33%	92%	50%	*	**90%**
Number of Candidates	6	12	6		
b. Nuclear Medicine	*	**	*	*	**90%**
Number of Candidates					
c. Nursing	66%	60%	74%	68%	**90%**
Number of Candidates	172	117	117	142	
d. Radiography	80%	92%	84%	91%	**90%**
Number of Candidates	25	23	31	23	
e. Respiratory Therapy	100%	100%	100%	100%	**90%**
Number of Candidates	14	14	7	10	
f. Paramedic	72%	66%	69%	78%	**90%**
Number of Candidates	42	65	55	18	

	AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20

26 Performance at transfer institutions

a. Cumulative GPA after first year of 2.0 or above	Not Available	83.8%	82.3%	81.4%	**82.0%**
b. Mean GPA after first year	Not Available	2.71	2.69	2.67	**2.75**

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

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
27 Expenditures by function					
a. Instruction	34.2%	32.9%	34.0%	33.2%	**42.0%**
b. Academic support	19.8%	18.6%	19.4%	21.7%	**12.0%**
c. Student services	8.5%	9.5%	8.5%	7.6%	**11.0%**
d. Other	37.5%	39.0%	38.1%	37.4%	**35.0%**

Goal 3: Innovation

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni** **Survey** **2018**
28 Full-time employed career program graduates working in a related field	95.0%	83.0%	80.8%	87.0%	**90.0%**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark Alumni** **Survey** **2018**
29 Graduate satisfaction with job preparation	95.0%	86.0%	84.1%	100%	**90.0%**

Note: Response categories changed starting in 2016.

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,428	8,647	9,602	9,170	**9,400**
b. Annual course enrollments	18,832	16,575	18,261	15,180	**19,000**

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,411	2,289	2,233	3,932	**2,800**
b. Annual course enrollments	5,923	4,625	4,552	5,850	**6,200**

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
32 Number of business organizations provided training and services under contract	43	40	41	39	**60**

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,192	3,621	4,058	3,169	**3,500**
b. Annual course enrollments	8,845	7,588	7,671	8,981	**9,000**

	FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** **FY 2020**
34 Employer satisfaction with contract training	87.0%	100.0%	81.8%	90.9%	**100.0%**

*Fewer than 6 candidates, data not reported

**No candidates examined

Fall 2014 Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2347		428		418		1501	
2	Number attempting fewer than 18 hours over first 2 years	752		162		27		563	
3	Cohort for analysis (Line 1 – Line 2)	1595	100.0%	266	100.0%	391	100.0%	938	100.0%
4	Earned Associate degree from this community college	192	12.0%	73	27.4%	104	26.6%	15	1.6%
5	Earned certificate, but no degree, from this community college	22	1.4%	8	3.0%	1	0.3%	13	1.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	214	13.4%	81	30.5%	105	26.9%	28	3.0%
7	Transferred to Maryland two-year/technical college	89	5.6%	14	5.3%	18	4.6%	57	6.1%
8	Transferred to Maryland public four-year college	313	19.6%	85	32.0%	118	30.2%	110	11.7%
9	Transferred to Maryland private four-year college or university	8	0.5%	4	1.5%	1	0.3%	3	0.3%
10	Transferred to out-of-state two-year/technical college	37	2.3%	6	2.3%	3	0.8%	28	3.0%
11	Transferred to out-of-state four-year college or university	60	3.8%	7	2.6%	16	4.1%	37	3.9%
12	Total transfers (sum of Lines 7 - 11)	507	31.8%	116	43.6%	156	39.9%	235	25.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	143	9.0%	53	19.9%	78	19.9%	12	1.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	578	36.2%	144	54.1%	183	46.8%	251	26.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	276	17.3%	40	15.0%	143	36.6%	93	9.9%
16	Successful transition to higher ed (Line 14 + Line 15)	854	53.5%	184	69.2%	326	83.4%	344	36.7%
17	Enrolled at this communtiy college last term of study period	105	6.6%	11	4.1%	25	6.4%	69	7.4%
18	Successful or persisting (Line 16 + Line 17)	959	60.1%	195	73.3%	351	89.8%	413	44.0%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	1614		98		358		115	
2	Number attempting fewer than 18 hours over first 2 years	530		19		105		42	
3	Cohort for analysis (Line 1 – Line 2)	1084	100.0%	79	100.0%	253	100.0%	73	100.0%
4	Earned Associate degree from this community college	113	10.4%	18	22.8%	37	14.6%	13	17.8%
5	Earned certificate, but no degree, from this community college	7	0.6%	2	2.5%	0	0.0%	11	15.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	120	11.1%	20	25.3%	37	14.6%	24	32.9%
7	Transferred to Maryland two-year/technical college	53	4.9%	4	5.1%	16	6.3%	8	11.0%
8	Transferred to Maryland public four-year college	219	20.2%	20	25.3%	42	16.6%	16	21.9%
9	Transferred to Maryland private four-year college or university	6	0.6%	0	0.0%	1	0.4%	0	0.0%
10	Transferred to out-of-state two-year/technical college	25	2.3%	2	2.5%	4	1.6%	3	4.1%
11	Transferred to out-of-state four-year college or university	40	3.7%	3	3.8%	10	4.0%	4	5.5%
12	Total transfers (sum of Lines 7 - 11)	343	31.6%	29	36.7%	73	28.9%	31	42.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	78	7.2%	12	15.2%	31	12.3%	14	19.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	385	35.5%	37	46.8%	79	31.2%	41	56.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	174	16.1%	24	30.4%	55	21.7%	8	11.0%
16	Successful transition to higher ed (Line 14 + Line 15)	559	51.6%	60	75.9%	134	53.0%	49	67.1%
17	Enrolled at this community college last term of study period	70	6.5%	4	5.1%	19	7.5%	5	6.8%
18	Successful or persisting (Line 16 + Line 17)	629	58.0%	64	81.0%	153	60.5%	54	74.0%

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WOR-WIC COMMUNITY COLLEGE

MISSION

Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development needs of Worcester, Wicomico and Somerset counties. The college serves a diverse student body through its high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion.

INSTITUTIONAL ASSESSMENT

Wor-Wic's FTE enrollment increased 2% in FY 2015 and then decreased each year over the next three years (2%, 5% and 1%, respectively). The increase in FY 2015 resulted from a surge in spring credit enrollment and the college resuming operation of Wicomico County's ABE program. Decreases in the other years can be attributed to credit and non-credit declines in general, resulting in 2,583 total FTEs in FY 2018. Since FY 2015, there have not been many changes in credit student demographics. About two-thirds of Wor-Wic's credit students are female. White student enrollment as a percent of the student body decreased each year from 65.3% in the fall of 2015 to 59.1% in the fall of 2018 (Characteristic H). More than half of credit students work 20 hours or more per week (Characteristic G) and almost 40% are first-generation college students (Characteristic C). More than a third are 25 years old or older (Characteristic Fa). The college's general studies and the pre-nursing track programs consistently enroll the largest numbers of students. Almost three-fourths of students attend part time (Characteristic A).

Wor-Wic relies heavily on student tuition and prudent budgeting to support the operation of the college. From FY 2015 to FY 2018, the student share of the college budget decreased from 39% to 37% and the county portion increased from 24% to 29%. However, Wor-Wic continues to receive the lowest county funding per FTE of all county-supported Maryland community colleges ($2,921 per FTE in FY 2018). The college is one of the most efficient in the state, spending $8,879 per Maryland FTE in FY 2018.

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

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. The college served 9,485 students in FY 2018 (Indicator 1a), falling below 10,000 students for the first time in over 10 years. The number of continuing education students decreased from 6,433 in FY 2017 to 5,701 in FY 2018 (Indicator 1c). The number of credit students decreased each year from 4,406 in FY 2015 to 4,109 students in FY 2017 and then increased to 4,135 in FY 2018 (Indicator 1b). The credit student growth was influenced by an increase in dual enrolled students, as well as students participating in the Somerset Economic Impact Scholarship program (SEIS). The college is addressing the overall enrollment decline through its strategic priority that focuses on student recruitment, retention, academic advising and other support strategies.

Wor-Wic has been awarded various grants that focus on student access and retention. A TRIO Student Support Services Program grant through the U.S. Department of Education, which has been renewed for a fifth year, is providing almost 150 students with individualized support services to increase persistence, retention, academic standing and graduation/transfer. Participants include at-risk students who are low income, first generation and/or students with disabilities. Support services include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's "Fundamentals of College Study" course. In FY 2019, for the third year, the Maryland State Department of Education awarded Wor-Wic a Child Care Career and Professional Development Fund grant that provides scholarships to child care workers earning credentials through Wor-Wic's early childhood and elementary education degree programs. Six students who received scholarships have graduated and 17 have been retained. In FY 2019, there were 11 new recipients and a total of $53,500 was awarded.

More than 40% of the college's service area residents who enrolled as first-time, full-time freshmen at any Maryland college or university attended Wor-Wic in three out of the past four years (Indicator 2). The drop to 38.1% in the fall of 2017 occurred when the market share of first-time, full-time freshmen increased at a local university. More than 80% of residents enrolled as part-time undergraduates attend Wor-Wic (Indicator 3). Over the past four years, the college maintained more than 50% of the market share of recent, college-bound high school graduates (Indicator 4). As enrollments at community colleges have been declining in general, it has become more difficult to reach the college's market share benchmarks. However, the enrollment of high school students almost doubled from the fall of 2015 to 446 students in the fall of 2018, surpassing the college's benchmark by almost 50% (Indicator 5).

Wor-Wic's strategic priority to provide flexible scheduling and diverse delivery methods supports the state plan strategy 3 to ensure equitable access for non-traditional students. Online offerings were expanded in FY 2018 and credit enrollments in online and hybrid (50% or more online) courses increased 25% over the prior year to 3,653 enrollments (Indicator 6a). Enrollments in continuing education online courses increased 18% over the prior year to 264 students (Indicator 6b).

In FY 2019, 65 students enrolled in dual enrollment psychology classes offered at three high schools in Somerset and Worcester counties via distance learning. The Wor-Wic instructor used web conferencing software to teach students in their high school classroom three days per week. The high school teacher was present in the classroom and provided supplemental instruction during the other two class periods each week. This instructional format was implemented due to the lack of high school teachers qualified to teach this college-level course and the distance from Wor-Wic to the high schools. Additionally, 121 dual enrolled students in the tri-county service area took online courses and 41 took hybrid courses in FY 2019.

Starting in the fall of 2019, the college's chemical dependency counseling degree and certificate, along with the general studies transfer degree, will be offered as online programs. The online option was implemented in order to increase access for students. These programs will continue to be offered in a face-to-face format as well.

Wor-Wic's full-time service area tuition and fees were 40% of the average tuition and fees of Maryland public four-year colleges and universities from FY 2016 to FY 2018 and increased to 42.8% in FY 2019 (Indicator 7). While the college still remains one of the most affordable community colleges in the state, tuition was increased in FY 2019 when a request for increased county funding was denied. Maintaining affordable tuition is necessary due to the economic situation of Lower Eastern Shore residents. Compared to all Maryland residents, the college's service area has more low-income families, higher unemployment rates and a lower per capita income. Fifty-five percent of Wor-Wic's students receive some type of financial aid and more than 40% receive Pell grants (Characteristic E).

Low-income students who have children enrolled at the college's child development center can receive assistance through the Child Care Access Means Parents in School (CCAMPIS) grant provided by the U.S. Department of Education. The grant supports a part-time CCAMPIS advisor, parenting and academic workshops and accreditation costs for the child development center. The grant is designed to boost the retention and graduation/transfer rates of college students who are parents to young children. The $187,000 grant, to be implemented over four years, includes a sliding fee scale for child care services based on the level of financial need and the course load of participants.

Since resuming operation of Wicomico County's adult basic education program in FY 2015, the college has enrolled between 987 and 1,193 students each year in its continuing education basic skills and literacy courses (Indicator 9a). The number of English for Speakers of Other Languages (ESOL) students served during the same time frame peaked at 501 students in FY 2017 and then decreased to 380 students in FY 2018 (Characteristic D). The decreased enrollments for both indicators over the past two years might be attributed to the difficulty in finding instructors to teach the adult basic education classes and the increased focus on undocumented immigrants.

Over the past four years, the college's minority student enrollment (39.4% credit and 37.8% continuing education) has been steadily surpassing the service area minority population of 30.8% (Indicator 10). The full-time minority faculty percentage has varied between 8.5% and 10.1%, falling short of the college's benchmark of 12% (Indicator 11). The percentage of full-time minority administrative and professional staff increased from 12.1% in the fall of 2015 to 17.5% in the fall of 2018, exceeding the benchmark of 14% since the fall of 2016 (Indicator 12). Due to the small number of employees in each category, a change of one or two employees can cause fluctuations in the minority percentages. In order to meet its faculty benchmark, the college would need to hire two more minority faculty members. Due to the low turnover of employees, the inability to add new positions due to budget constraints and a lack of local qualified minority applicants, the college is challenged to reach its benchmarks for full-time minority faculty.

Reinforcing the state plan strategy 3 to provide support services to non-traditional students, the college's veterans center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. The center receives funding from a $1.32 million TRIO Veterans Upward Bound grant and is run by a full-time director of veterans services,

whose position is funded by the grant and the college. In FY 2019, 125 eligible veterans were assisted through the center.

More than 400 veterans attended Wor-Wic's credit and/or non-credit classes in FY 2018. Current and prospective students who are veterans or active military personnel are assisted by the college's director of veterans services and eligible veterans are assisted by grant-funded veterans center staff. The director also serves as advisor of the veterans and military association, a student club that raises awareness of veteran issues and organizes events pertaining to veterans. All veterans and active military personnel have access to the college's veterans student lounge. Wor-Wic was named as a gold-level Military Friendly School and ranked in the Top 10 in the nation in the small community college category for 2019 by VIQTORY, a veteran-owned company whose mission is to assist military personnel transitioning into civilian life. The college has been selected as a Military Friendly School for eight consecutive years. In 2019, Wor-Wic was also named by VIQTORY as a Military Spouse Friendly School that supports the unique needs of military spouses.

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

In the fall of 2015 and 2016, almost 80% of Wor-Wic's first-time students required developmental coursework (Characteristic B). This percentage decreased to 72.0% in the fall of 2017 and 65.4% in the fall of 2018, largely due to a decrease in the percentage of students requiring developmental math. This decrease was influenced by FY 2018 policy changes that allow recent high school graduates to start directly in college-level mathematics based on high school GPA criteria. The percentage of students who complete their developmental coursework within four years was below 40% for three cohort years and then increased to 42.4% for the fall 2014 cohort (Indicator 15). This increase is most likely due to curriculum changes implemented to accelerate students through developmental education. The fall-to-fall retention rate gap between developmental and college-ready students narrowed to less than 3 percentage points for the fall 2015 and 2016 cohorts and increased to more than 10 percentage points for the fall 2017 cohort. Fall-to-fall retention rates for the most recent cohort were 46.7% for developmental students and 57.8% for college-ready students (Indicator 13).

Successful-persisters are students who transfer and/or graduate within four years after entry, or are still attending. From the fall 2011 to fall 2013 cohorts, the developmental completer rate was within three percentage points of the college-ready rate (Indicator 16). However, for the fall 2014 cohort, the gap grew to 10 percentage points, 79.4% for developmental completers and 90.2% for college-ready students (Indicator 16). This change was influenced by the increase of almost 10 percentage points in the fall 2014 college-ready graduation-transfer rate over the prior year (Indicator 18). Developmental completers generally have lower graduation-transfer rates than college-ready students. This could be attributed to the fact that developmental students require extra coursework and therefore take longer to graduate. Since developmental non-completers account for almost a third of the college's degree progress analysis cohort, the successful-persister and graduation-transfer rates for the "all students" group are heavily impacted by the non-completer rates.

More than a third of the 90 degree-seeking African American students who started in the fall of 2014 earned an award or transferred within four years (Indicator 19a). Half were successful or persisting within the same time frame (Indicator 17a). These rates increased after the fall 2011 cohort, but did not improve any more over the next three years. The fall 2014 African American cohort rates are more than 15 percentage points lower than the all-student cohort rates. The office of student engagement focuses on engaging minority students in campus activities to encourage retention. In addition, the Black Student Association provides a support network for the black community at Wor-Wic and provides cultural enrichment and awareness to the campus and community at large. Membership is open to all students and employees. The fall-to-fall retention rate for low-income students, identified by the receipt of Pell grants, was 48.6% for the fall 2017 cohort, less than two percentage points lower than the rate for Pell non-recipients (Indicator 14).

After participating in a grant-funded study in cooperation with 11 other Maryland institutions in FY 2019, the college decided to replace its mathematics placement test with an adaptive test, ALEKS Placement, Preparation and Learning (ALEKS PPL), starting in the fall of 2019. Students who take the new placement test will have access to individualized learning modules that adaptively respond to provide students with customized practice prior to retesting. Improving their placement scores can save students time and money, and possibly affect their time to degree completion. The study included almost 600 Wor-Wic students and revealed that students who were placed through ALEKS testing performed better in their first college-level mathematics class than those who were placed using the Accuplacer placement test.

In FY 2019, Wor-Wic was awarded a nearly $2 million Title III grant from the U.S. Department of Education. The grant supports restructuring the college's advising model, infusing technology into the college's academic and service departments, and increasing distance learning courses and support services. The project will be implemented over a five-year period. Funding will help purchase software to enhance advising practices and expand staffing to support successful student outcomes.

To assist students in completing their educational objectives, the college launched its guided pathways initiative and finished the first year of planning in FY 2019 for this comprehensive effort designed to positively impact student retention and completion. A guided pathways steering committee, comprised of representatives from academic affairs and student services, met throughout the year to develop learning pathways, create non-credit to credit pathways and map the enrollment process. Learning pathways that guide students to make informed decisions about their academic program and career choice are being finalized for implementation in FY 2020.

The number of degrees and certificates awarded by the college decreased 7% over the past four years to 499 awards in FY 2018 (Indicator 20d). This decline in awards is most likely related to the continued decline in credit enrollment since FY 2012. The number of transfer degrees awarded decreased 11% (Indicator 20b) and certificates awarded decreased 20% (Indicator 20c) in the same time frame. Career degree awards increased 23% during the first three years prior to a decline in FY 2018 (Indicator 20a). There were almost 1,000 students enrolled in STEM programs in FY 2018 (Indicator 21a) and more than 200 STEM degrees and certificates awarded (Indicator 21b), representing decreases in both STEM enrollments and awards from four years ago.

In FY 2019, two new concentrations in the computer studies transfer program, game development and information systems, were offered. Starting in the fall of 2019, a new STEM (science, technology, engineering and mathematics) transfer associate of science degree program will be available to students. Six STEM areas of concentration: biology, chemistry, chemistry: pre-pharmacy, engineering, mathematics and physics. The college is also expanding its business program to include a social media specialist concentration and general studies transfer degree to offer a concentration in communication studies in the fall of 2019. These new transfer offerings are anticipated to increase the number of students pursuing transfer degrees.

Over the past four years, 96% or more of the college's graduates reported satisfaction with their educational goal achievement (Indicator 22). More than 80% of FY 2016 transfer program graduates were satisfied with their transfer preparation (Indicator 24). Small cohort sizes of less than 40 graduates might explain some of the variability in this indicator over the past four survey years. Wor-Wic students who transferred to Maryland four-year institutions had an average GPA of 2.81 in AY 2017-18 (Indicator 26b). More than 80% of students who transferred had a first-year GPA of 2.00 or higher (Indicator 26a). Almost two-thirds of students who attended in the spring of 2017 and did not return the following fall reported that they had completely or partly met their educational goal the prior spring (Indicator 23).

The percentage of radiologic technology graduates who passed their licensure examinations on their first try was 100% in each of the past four years (Indicator 25c). Nursing first-try pass rates for licensed practical nursing (LPN) graduates were 97% or higher each year during the same time frame (Indicator 25a). Registered nursing (RN) rates were above 80% in FY 2015 and FY 2016 and then decreased just below 80% in FY 2017 and FY 2018 (Indicator 25b). The college is in its fifth year of a five-year Nurse Support Program II grant from the Maryland Higher Education Commission (MHEC) that has funded a Center of Academic and Career Success in Nursing. The center is designed to recruit qualified pre-nursing students, retain students through graduation, prepare RN graduates for the NCLEX examination, encourage students to pursue education beyond the associate degree and provide support and resources for graduates to transition into the workforce. Through a Nurse Support Program II planning grant, a pathways coordinator was hired to develop agreements with other regional colleges and universities in support of an RN to BSN pathway. Efforts continued in FY 2019 to finalize several MOUs with Maryland four-year institutions, as well as other institutions that have online programs.

The percentage of EMT-Basic students who took the licensure exam and passed on their first try fluctuated between 57% and 82% over the past four years (Indicator 25d). Seventy-five percent or more of the EMT-Intermediate students passed on their first try in each year, with all of the students passing in FY 2017 and FY 2018 (Indicator 25e). For EMT-Paramedic students, 86% or more passed on their first try each year (Indicator 25f). Professional online study tools and increased tutoring have been provided to improve pass rates.

The radiologic technology program is expanding to offer a computed tomography (CT) certificate in the spring of 2020. Wor-Wic will be the only institution to provide CT training on the Delmarva Peninsula. The courses will be offered in an online format to provide flexibility for

working radiologic technologists. Clinical practicums will be available with community partners in the college's service area.

A new correctional technology certificate was made available to students enrolled in the entrance-level jail and correctional officer training program at Wor-Wic's Eastern Shore Criminal Justice Academy since the spring of 2019. Graduates of the program are certified by the Maryland Correctional Training Commission.

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

In support of the state plan's strategy 8 to improve workforce readiness, Wor-Wic's practical and registered nursing programs applied for and are currently in pre-accreditation status with the National League for Nursing Commission for Nursing Education Accreditation. The nursing department has begun a self-study in order to apply for initial accreditation by January of 2021. Additionally, the college's chemical dependency counseling and occupational therapy assistant degree programs were designated as statewide programs in FY 2019.

In three out of the last four survey years, more than 90% of the college's career program graduates indicated that they were satisfied with their preparation for employment (Indicator 29). Full-time employment in a field related or somewhat related to their program of study was reported by 86% or more career program graduates in each year (Indicator 28).

A $28,000 grant from MHEC supports the "Wicomico Workforce and Employability Skills Program" that is a collaborative effort with the public schools in Wicomico County. The program provides college and career exploration opportunities, workshops, soft skills and employability classes and a summer work experience for high school students who meet participation requirements. The program is designed to foster academic and career success, and to ensure that students are aware of postsecondary education options, and admissions and financial aid processes.

Related to the state plan strategy 9 to strengthen collaboration in addressing teaching and learning challenges, the college created a new instructional technology lab in FY 2019 to assist with the design and implementation of online courses. A new instructional designer position is expected to be filled in the fall of 2019 to assist with faculty training for online courses, which was identified as a concern as online offerings at the college expand. The college also participated in an Adaptive Learning in Statistics grant, funded by the Bill and Melinda Gates Foundation. Through this grant, faculty utilized an adaptive learning platform for instruction in statistics classes in order to improve student learning outcomes. This new instructional method was implemented in all statistics classes in FY 2019.

Through a Maryland Open Source Textbook grant, students who took "Fundamentals of Biology" in FY 2019 used a free open educational resource (OER) textbook through the Lumina Foundation, saving each student $165. The laboratory manual, provided by Wor-Wic, was also provided at no cost to students. The college's "Applied Calculus" course was also revised to use a free access textbook at a savings of $143 for each student.

In addition to efforts aimed at student success, Wor-Wic has strengthened its workforce partnerships over the past year by working with local employers to address workforce and skill shortages in multiple industries. Employer-paid customized training has been provided on topics such as Microsoft Office, effective communication and leadership. While the number of businesses contracting training decreased from 123 in FY 2017 to 99 in FY 2018 (Indicator 32), enrollments in contracted courses remained at more than 4,300 in both years (Indicator 33b).

In FY 2019, the college was the lead or a partner on several Maryland Department of Labor Employment Advancement Right Now (EARN) grants that support workforce development. Intensive welding training was offered in partnership with Arcon Welding, Quality Staffing Services and the Lower Shore Workforce Alliance, to meet the needs of welding industry employers. Through EARN grant funding and in partnership with Quality Staffing Services and the Lower Shore Workforce Alliance, carpentry training was offered to prepare qualified students with the basic skills required to enter the construction industry. Roulette and blackjack table games training was offered in partnership with the Ocean Downs Casino, and hospitality leadership training was provided in partnership with the Ocean City Chamber of Commerce and the Ocean City Hotel and Restaurant Association. Additionally, EARN grant funding supported scholarships for certified nursing assistant (CNA) and other health care students. More than 4,000 students enrolled in workforce development courses in each of the past four years (Indicator 30a) and more than 2,000 of those students were in courses that lead to government or industry-required certification or licensure (Indicator 31a).

Response to Questions Raised by the Commission

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more underlined targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Wor-Wic is engaged in numerous efforts to improve student persistence, retention and completion. In the summer of 2018, the college began preparing for a major revision of its

onboarding processes and developing learning pathways using the guided pathway framework. Full implementation of this effort is expected to be implemented in the spring of 2020 to increase student success.

The five-year TRIO Student Support Services grant awarded to Wor-Wic in FY 2016 provides academic and personal support services for at-risk students who are low income, first generation and/or students with disabilities. African American students have comprised 40% to 45% of the cohort each year. Obstacles identified for these students include that most are first generation students without family members who have successfully navigated higher education, struggles to identify and obtain resources available for a college education, and the need for personal attention by advising and student support staff in order to be successful. The TRIO program has been designed to eliminate these barriers. Evaluation of the program is based on persistence, good academic standing, and graduation and transfer rates. These metrics and other data collected are used to assess its performance and adapt interventions on an annual basis. Many of the lessons learned in the TRIO program are being evaluated and incorporated into the college's guided pathways effort.

African American veterans made up 30% or more of the student cohorts in the TRIO Veterans Upward Bound grant each year. The grant program and veterans center provide academic, career and other support services to Lower Eastern Shore veterans who are low income or first-generation college students and/or veterans who have a high risk for academic failure. Obstacles identified for African American students include that most are first generation students without family members who have successfully navigated higher education, the amount of time elapsed since attending high school, the need for academic refreshers in key subjects, such as math, and difficult adjustments due to separating from the military into a new environment. Metrics for the program include the number of services (such as academic refreshers, career counseling and assistance with financial aid applications) provided to veterans, academic improvement on standardized tests for entry into college, enrollment in a postsecondary institution after the program and postsecondary completion. These metrics and other data collected are used to assess its performance and adapt interventions on an annual basis. While the vast majority of these students decide to attend Wor-Wic, the program is open to all veterans who meet eligibility criteria regardless of their college choice.

Wor-Wic will be launching a pilot program, Black Male Initiative (BMI) in the fall of 2019. Research indicates that believing that a campus is supportive of them is a major indicator of young black male student success in higher education. This intervention will focus on encouraging young African American male students to achieve academic success, building character, providing professional development opportunities and imparting a sense of belonging. Obstacles identified for these students include that most are first generation students without family members that have successfully navigated higher education, struggles to identify and obtain resources available for a college education, and succumbing to perceptions of their peer group that higher education is not for them. The pilot program will be limited to 25 participants. Metrics include persistence, good academic standing, and retention and graduation rates. The results of this pilot program will be used to determine if the program should continue, how it can be scaled for the entire young African American male student population at Wor-Wic, and what adjustments need to be made to content and activities.

COMMUNITY OUTREACH AND IMPACT

Collaboration with Local High Schools
High school students in Worcester, Wicomico, Somerset and Dorchester counties are eligible to receive college credit for certain courses they have completed in high school as a result of articulation agreements between the college and the local boards of education. Beyond the tuition requirements mandated by Maryland's College and Career Readiness and College Completion Act of 2013, students attending public high schools and several private high schools in the service area can attend Wor-Wic with a 25% tuition discount if they meet their school's dual enrollment eligibility requirements. General education courses are taught in Worcester and Somerset county public high schools and in a Wicomico County private high school. Wor-Wic partnered with Wicomico County Public Schools to pilot an "Early College" program starting in the fall of 2018. The program allows eligible students to enroll in specific coursework at Wor-Wic during the 11th and 12th grades so they can potentially graduate with an associate degree at the same time as earning their high school diplomas. The college also partners with the public schools in Wicomico and Worcester counties to provide evening courses at their career and technology education (CTE) sites. The courses range from automotive, carpentry and electrical to HVAC and welding.

Transfer Opportunities to Four-Year Institutions
Providing a seamless transition for students who start at Wor-Wic and want to transfer to a four-year institution, the college offers transfer programs in business, computer studies, education, general studies and STEM. In addition, articulation agreements for specific programs have been developed with several universities. Wor-Wic and the University of Maryland University College (UMUC) have a partnership agreement that provides Wor-Wic students with dual admission into several UMUC bachelor's degree programs and access to financial advantages through the UMUC Maryland Community College Transfer Scholarship program. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University. Additionally, the college's nursing program has a statewide articulation agreement that allows graduates to transfer up to 70 credits to institutions in the University of Maryland system. Wor-Wic has a 3+1 articulation agreement with Wilmington University to provide a seamless transfer experience for students who complete an associate of science degree in nursing at Wor-Wic. Nursing graduates who complete an additional 16 credit hours at Wor-Wic can transfer to Wilmington University, where they complete 34 additional credit hours to earn a bachelor of science in nursing degree.

Program Partnerships with Other Colleges
Wor-Wic partners with other Maryland community colleges to increase access to continuing education programs that address a shortage of skilled workers in the local area. Clinical skills and rotations for a nursing refresher course are provided by Wor-Wic and the online theory portion is provided by the College of Southern Maryland. Wor-Wic also partners with the College of Southern Maryland to provide water/wastewater technician certification renewal courses for local municipalities. In a partnership with Howard Community College, Wor-Wic offers a suite of online child care courses that enable students to receive just-in-time instruction for pre-qualification and certification.

Bridges Program with Salisbury University
Wor-Wic collaborates with Salisbury University in a joint admission program for new students. A select group of 30 freshmen who are identified by the university are offered fall admission to the Bridges program. These students live in a residence hall at SU and enroll in Wor-Wic classes offered on the university campus. The classes are taught by Wor-Wic faculty and include general education courses that transfer to SU. Wor-Wic employees provide admission, advising, disability and financial aid services. Bridges students are integrated into the SU experience through summer and welcome week activities, and they receive academic coaching through the SU Center for Student Achievement. Students who successfully complete the program transfer to SU the following spring semester.

Economic Impact Scholarships

The Wicomico and Somerset Economic Impact Scholarships (WEIS and SEIS) cover tuition and fees for eligible recent high school graduates, as well as adults who recently earned a Maryland high school diploma. In FY 2019, the third year of the WEIS program, $43,600 was awarded and 63 students were enrolled. In FY 2019, the second year of the SEIS program, $79,500 was awarded and 30 were students enrolled. Since the start of these programs, 212 students qualified for the WEIS program and 60 qualified for participation in SEIS. Since SEIS was implemented, the number of Somerset County first-time, full-time students enrolled at Wor-Wic almost tripled.

Driver Education Training
Almost 200 students enrolled in the college's driver education course in FY 2019 and more than half received tuition assistance. Although the course is open to any area resident who is at least 16 years old, the idea originated as an effort to help area economically-disadvantaged residents obtain a driver's license and improve their ability to obtain jobs. Wor-Wic is the only driver education provider in the area to offer financial aid. Students who qualify for aid pay at least $50. Those who don't quality for aid pay $300. Almost 30 of the FY 2019 students were at least 20 years old. Since the training began in FY 2015, more than 650 students have taken the course and 60% have received tuition assistance.

Metal Fabrication Training
In partnership with Arcon Welding Services, Crystal Steel Fabricators, Quality Staffing Services and the Lower Shore Workforce Alliance, a metal fabrication training program was developed in FY 2019 to provide students with the skills necessary to secure employment as entry-level metal fabricators. The training will start being offered in the summer of 2019 and is tuition free to qualified students through a Maryland Energy Administration and Maryland Department of Labor EARN grant.

Crisis Intervention Training
Since 2014, Wor-Wic's criminal justice academy has received funding to offer and expand Crisis Intervention Team (CIT) training. In partnership with mental health providers in Wicomico, Worcester and Somerset counties, this program trains officers how to handle situations that involve a person in a behavioral crisis. Adding the Sante Group to the partnership in FY 2017 has allowed the academy to share resources and provide CIT training for the entire Eastern Shore of Maryland. Approximately $40,000 was provided for FY 2019.

Partnership with Worcester County Health Department
In the summer of 2019, the college partnered with the Worcester County Health Department to develop a series of healthy cooking demonstration videos for a pilot program aimed at weight reduction efforts. The Worcester Wellness Weigh program, being launched in September 2019, is a technology-based, healthy lifestyle and weight loss program designed specifically for families. Children in the college's summer gifted and talented program participated by preparing healthy meals in some of the videos.

Adult Basic Education Program
With a grant from the Maryland Department of Labor, Wor-Wic provided adult education services to almost 600 Wicomico County residents in FY 2019. Classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Incarcerated individuals at the Wicomico County Detention Center also benefit from these classes. Students are introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. Additionally, the college and detention center are official GED testing centers.

Training for Incarcerated Adults
For the third year, Wor-Wic participated in the Department of Education's Second Chance Pell Experimental Initiative that provides access to federal financial aid for incarcerated students. Wor-Wic was one of 67 colleges and universities chosen to participate. The initiative is designed to provide education that will help incarcerated individuals secure jobs when they are released. In FY 2019, business management and hotel-motel-restaurant management program courses were taught to more than 30 qualified inmates at the Eastern Correctional Institution who are likely to be released within five years. The first five graduates of the program completed in the summer of 2019 with certificates in hotel-motel management.

Transitional Youth Initiatives
Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2019 for students 18 to 21 years old with significant cognitive disabilities. Training areas included financial literacy, computers and culinary coursework leading to the national ServSafe certification. The program is a partnership with the Wicomico, Worcester and Somerset public schools, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment. In FY 2019, the transitional youth program received a national Exemplary Initiative Award from the National Council of Instructional Administrators.

Gifted and Talented Program
In the summer of 2019, the college's summer scholars gifted and talented program enrolled more than 300 public, private and home-schooled students with almost 700 course enrollments. Students entering third through ninth grades attended a variety of enrichment courses that focused on art, history, self expression, career exploration, culinary arts, science, technology, engineering, mathematics and problem solving. The college received a $5,250 grant from the Community Foundation of the Eastern Shore that allowed 21 service area students who were eligible for free and reduced meals to attend classes in the summer of 2019.

Student Characteristics *(not Benchmarked)*

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

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	72.5%	73.1%	74.3%	74.0%
B.	Credit students with developmental education needs	78.1%	79.2%	72.0%	65.4%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	34.7%	34.8%	34.4%	39.1%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	462	408	501	380

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	46.6%	43.9%	43.3%	41.9%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	60.2%	57.8%	57.4%	55.2%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	39.6%	37.5%	38.4%	36.1%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	76.2%	75.3%	75.3%	75.0%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	54.5%	55.3%	57.6%	53.9%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	3.8%	4.4%	5.0%	5.8%
	b. Black/African-American only	22.2%	24.4%	25.4%	25.2%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.2%	0.1%
	e. Asian only	1.7%	2.0%	1.9%	2.6%
	f. White only	65.3%	62.8%	61.2%	59.1%
	g. Multiple races	4.2%	4.1%	3.7%	4.4%
	h. Foreign/Non-resident alien	0.3%	0.5%	0.7%	0.6%
	i. Unknown/Unreported	2.1%	1.4%	1.7%	1.9%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$14,569	$17,914	$16,677	$14,554
	b. Median income three years after graduation	$44,597	$39,450	$44,478	$47,012

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	10,173	10,067	10,183	9,485	**11,000**
	b. Credit students	4,406	4,277	4,109	4,135	**5,100**
	c. Continuing education students	6,112	6,156	6,433	5,701	**6,250**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	41.6%	44.2%	38.1%	43.8%	**56.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	77.4%	80.3%	81.2%	80.9%	**80.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	53.2%	50.4%	59.3%	55.3%	**67.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

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		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	231	311	325	446	**300**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	2,780	2,729	2,927	3,653	**3,200**
	b. Continuing education	263	221	224	264	**275**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	40.7%	40.8%	40.5%	42.8%	**40.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	640	854	780	701	**675**
	b. Annual course enrollments	1,045	1,476	1,373	1,227	**1,100**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,089	1,193	1,188	987	**1,100**
	b. Annual course enrollments	1,903	2,140	2,227	1,786	**2,000**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	33.0%	35.9%	37.3%	39.4%	**33.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	37.9%	35.6%	37.9%	37.8%	**33.0%**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	30.0%	30.3%	30.5%	30.8%	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	10.1%	8.5%	10.1%	9.2%	**12.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	12.1%	14.5%	18.3%	17.5%	**14.0%**

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	47.4%	51.5%	47.4%	46.7%	**53.0%**
	b. College-ready students	62.9%	54.0%	48.2%	57.8%	**62.0%**
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	43.8%	50.6%	45.8%	48.6%	**48.0%**
	b. Non-recipients	60.3%	53.9%	50.5%	50.2%	**Not Applicable**
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					

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		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	37.3%	39.8%	36.7%	42.4%	**45.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	85.7%	85.5%	83.7%	90.2%	**85.0%**
	b. Developmental completers	82.9%	83.4%	82.4%	79.4%	**85.0%**
	c. Developmental non-completers	32.5%	31.6%	38.1%	35.4%	**Not Applicable**
	d. All students in cohort	63.6%	65.5%	66.6%	67.1%	**67.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	47.1%	52.8%	51.7%	50.0%	**63.0%**
	b. Asian only	*	*	*	*	**0.0%**
	c. Hispanic/Latino	*	*	*	*	**0.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	71.4%	68.7%	74.4%	84.1%	**71.0%**
	b. Developmental completers	57.4%	55.6%	59.9%	59.2%	**58.0%**
	c. Developmental non-completers	22.3%	24.3%	27.1%	25.0%	**Not Applicable**
	d. All students in cohort	45.5%	46.7%	50.9%	52.7%	**51.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	31.4%	41.5%	37.9%	36.7%	**40.0%**
	b. Asian only	*	*	*	*	**0.0%**
	c. Hispanic/Latino	*	*	*	*	**0.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	197	217	243	210	**220**
	b. Transfer degrees	171	187	154	153	**210**
	c. Certificates	169	175	158	136	**170**
	d. Total awards	537	579	555	499	**600**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,237	1,090	1,045	957	**1,290**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	234	244	244	214	**260**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	97.8%	97.7%	96.9%	100.0%	**98.0%**

		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	52.9%	60.3%	62.2%	63.9%	**72.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	91.2%	78.1%	68.4%	82.4%	**80.0%**
	Note: Response categories changed starting in 2016.		.			

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. LPN	97.2%	100.0%	100.0%	97.2%	**100.0%**
	Number of Candidates	36	22	30	36	**Not Applicable**
	b. RN	82.6%	82.7%	77.2%	79.4%	**90.0%**
	Number of Candidates	69	81	79	68	**Not Applicable**
	c. Radiologic Technology	100.0%	100.0%	100.0%	100.0%	**100.0%**
	Number of Candidates	7	6	12	9	**Not Applicable**
	d. EMT-Basic	57.0%	81.8%	67.0%	72.2%	**92.0%**
	Number of Candidates	23	11	18	18	**Not Applicable**
	e. EMT-Intermediate	76.0%	80.0%	100.0%	100.0%	**85.0%**
	Number of Candidates	17	10	6	4	**Not Applicable**
	f. EMT-Paramedic	86.0%	89.5%	88.0%	88.9%	**90.0%**
	Number of Candidates	14	19	8	9	**Not Applicable**

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	80.5%	78.3%	83.4%	**85.0%**
	b. Mean GPA after first year	Not Available	2.73	2.69	2.81	**2.80**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	39.3%	38.3%	37.5%	40.3%	**41.0%**
	b. Academic support	18.8%	18.7%	18.9%	20.5%	**16.0%**
	c. Student services	6.7%	7.2%	7.5%	7.5%	**7.0%**
	d. Other	35.2%	35.8%	36.1%	31.7%	**36.0%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	86.5%	90.9%	87.1%	90.3%	**90.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation	93.8%	88.6%	91.9%	96.4%	**95.0%**
	Note: Response categories changed starting in 2016.					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,580	4,373	4,726	4,248	**5,000**
	b. Annual course enrollments	7,021	7,033	7,820	6,986	**7,700**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,465	2,393	2,676	2,541	**2,500**
	b. Annual course enrollments	3,940	3,950	4,669	4,511	**4,000**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	134	132	123	99	**140**

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		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,007	1,883	2,388	2,096	**2,250**
	b. Annual course enrollments	3,299	3,534	4,651	4,359	**3,700**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	95.9%	100.0%	100.0%	92.8%	**98.0%**

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	684		130		235		319	
2	Number attempting fewer than 18 hours over first 2 years	240		48		17		175	
3	Cohort for analysis (Line 1 – Line 2)	444	100.0%	82	100.0%	218	100.0%	144	100.0%
4	Earned Associate degree from this community college	126	28.4%	40	48.8%	86	39.4%	0	0.0%
5	Earned certificate, but no degree, from this community college	13	2.9%	4	4.9%	2	0.9%	7	4.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	139	31.3%	44	53.7%	88	40.4%	7	4.9%
7	Transferred to Maryland two-year/technical college	9	2.0%	2	2.4%	3	1.4%	4	2.8%
8	Transferred to Maryland public four-year college	123	27.7%	43	52.4%	69	31.7%	11	7.6%
9	Transferred to Maryland private four-year college or university	1	0.2%	0	0.0%	1	0.5%	0	0.0%
10	Transferred to out-of-state two-year/technical college	11	2.5%	1	1.2%	5	2.3%	5	3.5%
11	Transferred to out-of-state four-year college or university	34	7.7%	9	11.0%	15	6.9%	10	6.9%
12	Total transfers (sum of Lines 7 - 11)	178	40.1%	55	67.1%	93	42.7%	30	20.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	83	18.7%	30	36.6%	52	23.9%	1	0.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	234	52.7%	69	84.1%	129	59.2%	36	25.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	53	11.9%	5	6.1%	39	17.9%	9	6.3%
16	Successful transition to higher ed (Line 14 + Line 15)	287	64.6%	74	90.2%	168	77.1%	45	31.3%
17	Enrolled at this communtiy college last term of study period	11	2.5%	0	0.0%	5	2.3%	6	4.2%
18	Successful or persisting (Line 16 + Line 17)	298	67.1%	74	90.2%	173	79.4%	51	35.4%

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		Black/African-American only Students		Asian only Students		Hispanic/Latino Students	
1	First-time full- and part-time fall headcount	156		16		36	
2	Number attempting fewer than 18 hours over first 2 years	66		2		16	
3	Cohort for analysis (Line 1 – Line 2)	90	100.0%	14	100.0%	20	100.0%
4	Earned Associate degree from this community college	13	14.4%	3	21.4%	9	45.0%
5	Earned certificate, but no degree, from this community college	2	2.2%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	15	16.7%	3	21.4%	9	45.0%
7	Transferred to Maryland two-year/technical college	2	2.2%	0	0.0%	0	0.0%
8	Transferred to Maryland public four-year college	18	20.0%	3	21.4%	7	35.0%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	2	2.2%	3	21.4%	2	10.0%
11	Transferred to out-of-state four-year college or university	5	5.6%	5	35.7%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	27	30.0%	11	78.6%	9	45.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	9	10.0%	2	14.3%	6	30.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	33	36.7%	12	85.7%	12	60.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	9	10.0%	2	14.3%	3	15.0%
16	Successful transition to higher ed (Line 14 + Line 15)	42	46.7%	14	100.0%	15	75.0%
17	Enrolled at this communtiy college last term of study period	3	3.3%	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	45	50.0%	14	100.0%	15	75.0%

Public Four-Year Institutions

BOWIE STATE UNIVERSITY

MISSION

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research and public service to benefit our local, state, national, and global communities (2019).

INSTITUTIONAL ASSESSMENT

Bowie State University has a rich and vibrant history as the State's oldest historically black institution. Many of the founding values continue to resonate through the University's mission statement (approved in 2019) and 2013-2018 Strategic Plan. The Plan continues the University's commitment to providing high-quality academic programs; promoting access, affordability and success; conducting and sustaining academic transformation initiatives; and promoting efficient and effective use of organizational resources in an institutional climate that recognizes excellence, inclusivity, integrity, accountability and innovation as its core values.

In July 2017, the University welcomed Dr. Aminta H. Breaux as its tenth president. During FY 2018, the Strategic Planning Committee, with input from the BSU community, engaged in a year-long process to develop the FY 2019-FY 2024 Racing to Excellence Strategic Plan. The Strategic Planning Committee reviewed and updated the University's mission, vision, core values and established the goals listed below.

Goal 1. Achieve academic excellence supported by curricular as well as co-curricular experiences
Goal 2. Promote a holistic and coordinated approach to student success
Goal 3. Encourage academic and administrative innovation to meet student needs
Goal 4. Enhance our campus culture of diversity, inclusion and civic engagement
Goal 5. Ensure long-term viability of BSU

These five goals align with the State of Maryland's 55% completion goal and many strategies in the Maryland Higher Education Commission's *Maryland State Plan for Postsecondary Education – Increasing Student Success with Less Debt*. The FY 2019- FY 2024 Strategic Plan builds upon the 2013-2018 Strategic Plan indicators described in this report. The University will be updating its MFR indicators during the next cycle to fully align with the current strategic plan.

This report summarizes the progress Bowie State University has made in achieving the benchmarks set in 2015 for goals and objectives of the 2013-2018 Strategic Plan.

Goal 1: Deliver high quality academic programs and relevant co-curricular experiences.

Bowie State University is committed to continuous improvement of its academic programs and providing a high-quality liberal arts educational experience for students through the creation of a learning environment that combines up-to-date, evolving curricula and co-curricular learning opportunities. During FY 2019, the Counseling Department's Mental Health Counseling and School Counseling programs were reaccredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Accreditation Council for Business Schools and Programs (ACBSP) reaccredited the College of Business's undergraduate and graduate business programs. Bowie also submitted a new Bachelor of Science in Chemistry academic program proposal that is currently pending Maryland Higher Education Commission (MHEC) approval. Following the theme of the University's *Racing to Excellence Strategic Plan*, the Academic Affairs Division charged four "racecourses" with investigating critical student success topics including academic advising and retention, accreditation and assessment, curriculum, and student success. The recommendations of the racecourse committees are being reviewed and considered during FY 2020.

Summer 2019 marked the fifth year of the Summer Undergraduate Research Institute (SURI), an intensive nine-week program for students to hone their analytic and research skills by working side-by-side with Bowie State faculty researchers who help guide their projects. SURI has grown from 20 students in 2015 to 72 students in 2019. SURI's growth has been supported by various funding streams including two NSF Research Experiences for Undergraduates awards, the Ronald E. McNair Scholars Program, and the NSF funded award "A Multidisciplinary Approach to Infusing Data Science and Analytics into the Undergraduate Curriculum". Summer 2019 research topics included DNA barcoding and genetic diversity, census survey data mining, cyber threat discovery through machine learning and substance use and attitudes towards using mental health services. Additionally, for a second year, nine students from the BSU-Entrepreneurship Academy's Summer Launch program also participated in SURI, acquiring the skills needed to start and run their own successful businesses.

Bowie State University has met the performance measures related to STEM enrollment (**MFR Objective 1.5**). Undergraduate STEM enrollment grew for a third year in a row from 653 to 894 (+37%) between fall 2015 and 2018 and surpassed the 750 enrollment goal. The number of STEM undergraduate degrees rose to 116 in FY 2019 – less than the target of 150 graduates. Bowie State has undergraduate STEM programs in biology, bioinformatics, computer science, computer technology, and mathematics. The University plans on offering the BS in Chemistry degree in fall 2020 after receiving MHEC approval.

Specialized accreditation activities (**MFR Objective 1.2**) during FY 2019 included the College of Business's reaccreditation of undergraduate and graduate business programs by the Accreditation Council for Business Schools and Programs (ACBSP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) reaccreditation of the Mental Health Counseling and School Counseling programs. College of Education engaged in self-study for its Council for the Accreditation of Educator Preparation (CAEP) reaccreditation of its undergraduate and graduate initial teacher certification programs as well as the master's and doctoral programs for various advanced licensures. The Public Administration graduate

program also submitted a self-study to the Network of Schools of Public Policy, Affairs and Administration (NASPAA). The Accreditation Commission for Education in Nursing (ACEN) removed the good cause status and reaccredited the Baccalaureate Nursing Program. The graduate nursing program began its self-study process for its FY 2020 ACEN report. The University also began its Middle States Commission on Higher Education self-study process during FY 2019. Since 2015, the University has added one specialized accreditation – CACREP.

Enrollment in the undergraduate and graduate initial teacher certification programs increased slightly in fall 2018 to 235. The department continues to reach out to area community colleges and local public schools to recruit students into the early childhood and elementary education programs (**MFR Objective 1.6**).

The Nursing Department has made progress on its undergraduate student success plan (**MFR Objective 1.7**). Licensure pass rates increased from 59% (FY 2017) to 67% (FY 2018 - the most recent year available). The Nursing Student Success Center has instituted a three-pronged approach to increasing NCLEX first-time scores by providing a NCLEX-RN preparation course, ongoing communication with graduates and guided mechanisms for Authorization to Test (ATT) approval. The number of BSN graduates was 55 in FY 2019, below the target set in 2015. The number of graduates was impacted by program downsizing resulting from the ACEN report. Admission to the nursing program is expected to increase after FY 2021.

The programmatic efforts listed above are consistent with MHEC's 2017 Plan for Postsecondary Education Goal 3 – Foster innovation in all aspects of Maryland higher education to improve access and student success (Strategy 8 and Strategy 9) to enhance workforce development and workforce readiness and to strengthen collaboration in addressing teaching and learning challenges.

The University continues the use of indicators related to faculty quality and workload. All new faculty are expected to have terminal degrees in their field (**MFR Objective 1.1**) and are expected to balance teaching, scholarship and service while maintaining a 7-8 course unit load (**MFR Objective 1.4**). Graduate satisfaction levels with academic preparation for employment and lifelong learning are indirect measures of quality. As reported last year, the number of 2016 graduates responding to the one-year graduate follow-up survey was not representative of the graduating population and should be used cautiously. The proportion of graduates satisfied with their educational preparation for employment was 86 percent in 2017, similar to 2013 graduates (responding in 2014). The proportion of graduates satisfied with their preparation for graduate/ professional school was 80 percent for the survey of 2016 graduates (**MFR Objective 1.3**).

Goal 2: Develop and implement programs and services that promote access, affordability, and completion for a diverse student body.

Bowie State University initiatives supporting student success summarized below directly support Goal 2 of MHEC's *2017 State Plan*. These selected student success activities are reported in other documents submitted to MHEC.

Pre-College Experiences

Bowie State University has offered summer bridge programs for over 10 years. In summer 2016, the summer bridge program was renamed Bulldog Scholar's Academy with a significantly refreshed curriculum. It maintained the traditional six-week residential academic program designed to provide a "jump start" towards a college education for a first-time freshman. Bulldog Scholars were enrolled in Freshmen Seminar and mathematics.

The 2018 Bulldog Scholars Academy provided first-year students with interdisciplinary learning communities intended to inspire, engage, and empower. All 68 students enrolled in Freshman Seminar and a mathematics course based on the student's major and placement test score. Two different math classes were offered – Developmental Math and Pre-calculus. Of the 60 students enrolled in Developmental Math, 93% passed with a C or better. Six students were enrolled in Pre-Calculus with 100% passing with a C or better. 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-seven percent passed with a C or better. At the end of their first academic year, 2018 Bulldog Scholar Academy participants earned more credit hours and have comparable cumulative GPAs at the end of the first year when compared to the freshmen cohorts.

FY 2019 marked the fourth year of the dual enrollment program with Prince George's County Public Schools (PGCPS). The credits earned in the college may also count as credit on the high school transcript. PGCPS pays the tuition of all students who are accepted into the program. For those students who are participants in the Free and Reduced Meals program, PGCPS will also pay fees and purchase the textbooks for the students. Sixty-nine PGCPS students participated in fall 2018 almost doubled the number in fall 2017.

Academic Support

The Bowie State University Academic Advising Center (AAC) provides advising services to first and second year students with the exceptions of the following majors: Nursing, Social Work, Computer Science, and English. These departments provide all academic advising services to their majors. The AAC is committed to assisting students in identifying and completing their educational goals through the following services: freshmen seminar, advising and course planning, advising and mentoring selected student populations, and advising all new freshmen and transfer students with fewer than 60 credits. The Peer Advising Program was initiated in FY 2018. Four students worked 25 hours a week over the summer to assist new students with the course registration process. These peer advisors assisted approximately 100 students in each new student orientation session. Overall, the AAC had approximately 6,800 appointments for more than 2,500 current students in FY 2019.

During FY 2019, the Retention Coordinators (one in each of Bowie's four colleges) continued their collaborative efforts to promote student success both academically and socially. The four retention coordinators combined to offer approximately 2,000 student appointments during the 2018-2019 academic year. Students met with retention coordinators for academic advising/planning, academic warning and probation, academic support, career development, change of major, counseling, employment, financial aid, general assistance, housing, personal

development, re-admittance, scholarships, and transfer evaluations. The retention coordinators continued to assist students with their appeals to regain federal student aid and they hosted programs and events to enhance the academic and social progress of students.

Bowie State University's Writing Center and Mathematics labs focused primarily on students taking developmental mathematics, English and reading courses but also assist others in college-level classes. The Tutoring and Supplemental Instruction Center offers both individual and group tutoring sessions in the following content areas: biology, chemistry, computer science and technology, English, French, mathematics, physics, physical sciences, and Spanish.

The Writing Center served over 850 students in FY 2019. The Center continued to support non-native speakers and provided sessions for the English Proficiency practice exams. Students most frequently sought help for courses offered by the College of Arts and Sciences. English 102 was the most frequently supported course.

The Writing Center continued to host and/or collaborate on workshops on topics including an Introduction to the Writing Center, MLA and APA Style, Academic Integrity in Writing, and several presentations during faculty development sessions. The Center continued to hold its annual Black History Month Writing Contest, provided student support for the English Proficiency Exam as well as providing in-class visits.

The MathLab fosters better understanding, improved knowledge, and independence and student pride through each tutoring session. The Lab is staffed by part-time tutors. In FY 2017, MathLab staff focused more on the first year experience and retention of new students enrolled in MATH 099 (Developmental), 125 (College Algebra) and 141 (Pre-Calculus). Individual and/or group tutoring sessions were provided at least twice a week for each of these courses. The number of support sessions in AY 2019 was over 3,500.

Building on the accomplishments of the previous year, the Tutoring and Supplemental Instruction Program (TuSIP) concentrated its efforts on the provision of academic support to STEM students through group study sessions while remaining committed to supporting all BSU students. Experienced tutors were hired in order to preserve the quality of the tutoring services. Over 1,000 students received assistance in primarily STEM courses.

Online tutoring through SMARTHINKING is also available on a 24/7 basis. For FY 2018, a total of 435 students participated in 1050 sessions through SMARTHINKING, equivalent to 735 hours of student practice. Most students used SMARTHINING to review essays and for grammar and documentation review. Approximately 80 percent of those accessing SMARTHINKING did so after normal office hours. In addition to writing assistance, students used SMARTHINKING for micro- and macro-economic principles, accounting, physics, algebra and statistics assistance.

Institutional funding for need-based and academic scholarships increased to over $5.4 million in FY 2017. Increasing institutional aid is a deliberate effort to off-set annual tuition and fee increases and to lessen the impact of these increases on family budgetary stability (**MFR**

Objective 2.3). In 2008, 70 percent of Bowie undergraduates received some form of financial aid. In 2018, that figure stands at 79 percent. Trends in institutional aid are below.

Trends in Institutional Financial Aid

	2014	2015	2016	2017	2018
Institutional Need-based Aid	$3,079,128	$2,843,934	$3,062,358	$3,061,227	$3,110,559
Other Institutional Scholarships	$2,409,954	$2,399,048	$2,508,507	$2,512,526	$2,267,755

Source: FAIS

Core performance indicators for student success are improvements in retention and graduation rates. The accumulated impact of all efforts to improve student success is demonstrated in these measures. The second year retention rate (**MFR Objective 2.1**) for 2018 declined for a second year in a row to 68 percent. Academic support programs described above and new initiatives are focused on returning second year retention rate to earlier levels. The six-year graduation rate (**MFR Objective 2.2**) reached its highest point over the past five years – 48 percent - for the 2012 MHEC cohort. The stabilization of institutional academic and financial support systems contributed to this achievement.

Goal 3: Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.

Bowie State is committed to a student-centered learning experience using innovative delivery methods from technology-enhanced traditional courses through fully online courses and programs. This commitment aligns with MHEC's 2017 *State Plan* Goal 3 – Innovation.

Academic innovation took many forms during FY 2019. Several faculty engaged in the Maryland Open Source Textbook (M.O.S.T) Initiative led by the USM Kirwan Center for Academic Innovation to incorporate open education resources into psychology, English, and history courses. Other faculty piloted digital badges as part of the Kirwan Center's Badging Essential Skills for Transitions (B.E.S.T) initiative. Faculty aligned course assignments to dimensions of the communication and leadership badges and set performance expectations for awarding of the badge. Over 90 students completed badge requirements in FY 2019. To further efforts to incorporate innovative practices into the curriculum, faculty and staff teams were sent to intensive workshops on gateway courses, curriculum planning, assessment, high impact practices, student success and learning communities. Each team developed a set of suggested initiatives that are to be implemented in FY 2020.

Offering online courses continues to be a strategic objective with the goal of ultimately offering online programs. Since FY 2015, the number of courses offered fully online or in a hybrid format increased by 76 percent. In fall 2018, one-third of Bowie's students were enrolled in at least one on-line or hybrid course (N=1,971). However, only 56 students were enrolled exclusively in a distance format (**MFR Objective 3.1**).

Goal 4: Advance the overall effectiveness and efficient use of resources and identify new revenue sources to support the university's core mission

Bowie State is committed to expanding the breadth and depth of resource acquisition to generate revenue through grants, contracts, fundraising, and auxiliary enterprises for continuous infrastructure, academic program and resource improvement, while redirecting resources as needed to remain solvent, competitive, and relevant. This goal supports *The USM through 2020: A Renewed Vision for Powering Maryland Forward*, Goal 5 – Adherence to the highest standards of stewardship in all its endeavors.

Bowie's alumni giving increased to $251,184 in FY 2018. Since FY 2015, the alumni giving rate has exceeded the target of $170,000. Total gift dollars received was $1.26M in FY 2018 (**MFR Objectives 4.1 - 4.2**). Bowie State has consistently received over $8 million in external grant funding. In FY 2018, the University received a total of $8.8M in external grants and contracts (**MFR Objective 4.3**).

MFR Objective 4.4 *Increase classroom utilization rates* measures the percentage of general use classrooms, meeting the standard of 45 scheduled hours per week (between 8:00a.m. and 5:00 p.m.). Bowie State has been deliberate in its class scheduling to address increases in course sections due to continued enrollment growth. The classroom utilization rate was 65 percent in fall 2018.

MFR Objective 4.5 *Increase the funds allocated to facilities renewal* measures achievement against the Board of Regents goal of 2%. The percentage has fluctuated over the past 5 years from 1.5% to a high of 3.0%. In FY 2018, the rate was 2.7%.

MFR Objective 4.6 *Increase the percentage of expenditures for instruction* - This objective, which is included in the USM Dashboard indicators, demonstrates the University's commitment to supporting teaching. The University maintained its commitment to instruction by apportioning over 46 percent of its funds for instruction in FY 2018.

BOWIE STATE UNIVERSITY
Response to MHEC Question

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated *"Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."*

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Response

Bowie State University's continuing mission is to provide educational opportunities to a diverse populations of students so that they reach their potential. Understanding the nature of success among students allows the university to understand which students to target for interventions. A study of students who successfully completed their undergraduate program highlighted patterns of success common among many institutions of higher education. For instance,

- Females are more likely to graduate in six years or fewer years than males.
- Students who were classified as part-time during any semester were less likely to graduate.
- Students who live on-campus their first year are more likely to graduate.
- Credits accumulated during the first semester were positively associated with degree attainment. Those students who failed to accumulate at least 12 credits in the first semester graduated at a significantly lower rate, whereas those with 12-14 credits graduated at a rate slightly higher than what we see overall. Those students who accumulate 15 or more credits their first semester graduate at a rate of over 50%.
- Students who require math remediation are much less successful than their college-ready counterparts.
- First-generation students were slightly less likely to attain a degree.
- Pell Grant recipients were somewhat more likely to attain a degree.

This analysis has guided the adjustment of current and new student success interventions over the past five years. A sampling of interventions across the student life cycle are provided below.

Summer Bulldog Scholars Academy
The Summer Bulldog Scholars Academy engages in a continuous improvement cycle and is constantly adjusting the program to better prepare students for the transition to college coursework. The program was redesigned three years ago to help scholars transition from thinking about education as transactional to transformational through a combination of academic and social integration into its programming. Enrollment in the summer bridge program has remained at approximately 80 students since the redesign. Scholars earn more academic credit in the first year, typically have higher first-year GPAs and are retained at a higher rate. The organizers continue to identify program cost and administrative challenges as barriers to scale the program.

New Student Academic Advising
Credit accumulation during the first semester was identified as a predictor of long-term student success. To address the issue of students enrolling in adequate number of credits initially, the Academic Advising Center developed first semester course clusters by academic program. As part of the academic advising session during New Student Orientation, students were provided course clusters with sections already identified to align with the program of study. This eased student anxiety around selecting courses for the first time and had the intended consequence of increased credit hours attempted by new freshmen – over 15 credits on average for fall 2018 and fall 2019.

Second Year Retention of First-time Freshmen
Bowie State University has multiple intervention strategies to support second year retention rates including those strategies mentioned above located within our Academic Advising Center (AAC) and with retention coordinators. Since 2012, retention programs developed by AAC and College Retention Coordinators have been based upon data generated by the Office of Planning, Analysis and Accountability (OPAA). At least three times a semester, OPAA provides AAC and College Retention Coordinators with targeted information. Current student demographic characteristics, academic program and previous academic achievement are shared at the beginning of the term. At midterm, a list of students failing at least one course is shared. End of term student academic achievement is shared once grades become final. These offices use the data to track student engagement in targeted retention efforts.

Undergraduate Student Re-Enrollment Tracking
For the past four years, annual retention targets have been set by the Provost and Vice President for Academic Affairs. Targets include spring – fall early re-enrollment rates, second year retention rates for new students (first-time and transfer), and fall to spring return rates. Freshmen GPA and credit hours attempted/earned and developmental education completion are also tracked. Beginning in FY 2018, retention efforts were expanded to include monitoring of re-enrollment for the next semester. Deans, department chairs, retention coordinators and the Academic Advising Center were provided weekly reports to support unit re-enrollment efforts. Spring to fall undergraduate re-enrollment rates rose from 80% for fall 2018 to 84% for fall 2019.

STEM Student Success

Bowie STEM students are very similar to those nationwide in that STEM students are challenged to meet the rigors of the program from enrollment to graduation. The Ecosystem for Student Success at Bowie State University (ES^2 @ BSU) is supported in part by federal awards from the National Science Foundation's Historically Black Colleges and Universities-Undergraduate Programs (HBCU-UP) and the US Department of Education's First in the World (FITW) Program. The overarching goal of the BSU HBCU-UP is to drastically increase the retention of first and second year STEM students through development of students' science identity. This goal is achieved by building student learning communities; expanding undergraduate research learning opportunities; and providing career-related mentoring by building a critical mass of faculty change agents who provide professional development to other faculty on experiential learning, evidence-based instructional practices and professional learning communities.

The FITW program is a consortium of five institutions (Bowie State University, Central Connecticut State University, Farmingdale State University (lead), Kean University, and SUNY College at Old Westbury). The goal of the consortium is to improve four-year graduation rates by 20% over each institution's baseline for both incoming first-year students and transfer STEM students by providing mentored-research experiences off-campus, concentrated faculty and curricular development, first-year, second-year, and junior-year experience courses, collaborative learning workshops attached to foundational courses, project-based learning, special events, intensive counseling, and hands-on research both on-campus and off-campus.

The data comparing the performance of STEM students supported by the HBCU-UP and FITW programs with other new students provides evidence that these students outperform their peers in average credits earned, attempted/earned credits ratio, year-to-year retention, credits completed in college level mathematics and English. Compared to baseline performance, ES^2 @ BSU outcomes include increased STEM student retention and persistence, increase in the proportion of STEM students on track to graduate in four years, more STEM students engaged in undergraduate research, and more faculty and support services staff committed to the understanding and practice of high-impact strategies to support students learning and success.

New Student Success Programs
The _2019 – 2024 Racing to Excellence Strategic Plan_ builds on the university's historical mission and its strengths and outlines five goals in the areas of academic and co-curricular excellence; student success; academic and administrative innovation; a campus culture of diversity, inclusion and civic engagement; and long-term institutional viability. Many of the objectives in the _2019 – 2024 Strategic Plan_ support long-term growth in retention and graduation rates for first-time freshmen, new transfer students and new graduate students. Institutional effectiveness indicators track retention and graduation rates for each of these groups as well as overall degree production per FTE.

A number of new initiatives are being piloted and assessed during FY 2020 which align with Bowie's strategic goals and those of MHEC's _2017-2021 State Plan for Postsecondary Education._ Examples include financial aid micro grants for financially disadvantaged students, adding an entrepreneurship living-learning community, learner analytics and expanding the

Entrepreneurship Academy. These are just a few examples of Bowie State University's long-term commitment to student success and closing the achievement gap for all students.

Bowie State University (BSU) empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community.

VISION

Building on its image as a student-centered institution, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty, and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Deliver high-quality academic programs and co-curricular experiences.

Obj. 1.1 Maintain the percentage of new tenure-track faculty with terminal degrees through 2019.

Obj. 1.2 Increase the number of professionally-accredited programs from five in 2015 to seven in 2019.

Obj. 1.3 Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment and lifelong learning.

Obj. 1.4 Maintain the University System of Maryland (USM) Board of Regents' comprehensive institution goal of seven to eight course units taught by full-time equivalent (FTE) core faculty through 2019.

Obj. 1.5 Increase the number of science, technology, engineering and math (STEM) program students from 680 in 2015 to 750 in 2019 and graduates from 96 in 2015 to 150 in 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of new core faculty with terminal degrees	100%	100%	100%	100%	100%	100%	100%
Number of professionally-accredited programs	5	5	6	6	6	6	6
Course units taught by FTE core faculty (per academic year)	7.3	8	7.6	7.6	7.5	8	7.5
Students satisfied with education received for employment (triennial measure)	N/A	N/A	86% N/A		N/A	90%	N/A
Students satisfied with education for graduate/professional school (triennial measure)	N/A	N/A	80% N/A		N/A	90%	N/A
Number of undergraduates in STEM programs	680	653	740	871	894	935	950
Number of degrees awarded in undergraduate STEM programs	96	100	93	114	116	125	140

Obj. 1.6 Increase the number of teacher education graduates from 42 in 2015 to 65 in 2019 and maintain teacher licensure pass rates.

Obj. 1.7 Increase the number of Bachelor of Science in Nursing (BSN) graduates from 86 in 2015 to 100 in 2019 and increase licensure pass rates to at least the statewide BSN average by 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	267	238	227	231	235	248	255
Number of undergraduates and MAT post-baccalaureate completing teacher training	42	39	18	33	25	38	45
Pass rates for undergraduates and MAT post-baccalaureate on PRAXIS II	100%	100%	100%	100%	100%	100%	100%
Number of undergraduates enrolled in nursing	614	530	546	610	610	488	510
Number of qualified applicants admitted into nursing program	89	70	92	56	40	38	45
Number of qualified applicants not admitted into nursing program	124	119	5	3	8	6	5
Number of BSN graduates	86	112	50	58	55	50	55
Percent of nursing graduates passing the licensure exam	53%	41%	72%	59%	68%	75%	78%

Goal 2. Develop and implement programs and services that promote access, affordability and completion.

Obj. 2.1 Maintain or exceed the 2012 undergraduate second-year retention rate of 75 percent.

Obj. 2.2 Increase the undergraduate six-year graduation rate from 38 percent in 2015 to 50 percent in 2019.

Obj. 2.3 Maintain the proportion of in-state undergraduate tuition and mandatory fees as a percent of Prince George's County median income to less than 12 percent.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Second-year undergraduate retention rate at BSU or another public univeristy in Maryland	74%	72%	75%	72%	68%	70%	72%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	38%	41%	41%	43%	48%	49%	50%
BSU tuition and fees as a percentage of Prince George's County median income	9.7%	10.1%	10.3%	10.0%	10.0%	10.1%	10.1%

Goal 3. Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.

Obj. 3.1 Increase the number of on-line and hybrid courses annually from 99 in 2012 to 240 in 2019 and offer at least 2 predominantly or fully online program(s) by 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of online programs	0	0	0	0	0	0	0
Number of online and hybrid courses running in academic year	219	235	241	310	368	375	385

Goal 4. Advance the overall effective and efficient use of resources and identify new revenue sources.

Obj. 4.1 Increase alumni giving from $120,000 in 2012 to $170,000 in 2019.

Obj. 4.2 Increase the gift dollars received from $1.3 million in 2012 to $1.5 million in 2019.

Obj. 4.3 Increase the amount of grant funding from $9 million in 2012 to $11 million in 2019.

Obj. 4.4 Increase classroom utilization rate from 67 percent in 2012 to 70 percent in 2019.

Obj. 4.5 Increase the funds allocated to facilities renewal as a percent of replacement value from 1.3 percent in 2012 to 3.5 percent in 2019.

Obj. 4.6 Sustain or increase the percentage of expenditures for instruction from 40 percent in 2012.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Dollars of alumni giving	$156,656	$275,294	$232,370	$201,615	$251,184	$234,377	$250,000
Number of alumni donors	1,325	1,242	1,245	1,283	1,199	1,098	1,200
Total gift dollars received ($ millions)	$1.28	$1.09	$1.56	$1.22	$1.26	$1.21	$1.30
Total external grant and contract revenue ($ millions)	$8.70	$8.70	$8.90	$8.70	$8.80	$8.90	$9.00
Classroom utilization rate	65%	64%	67%	67%	65%	67%	68%
Facilities renewal funding as a percentage of replacement value	3.0%	1.6%	1.5%	1.5%	2.7%	1.8%	1.8%
Percentage of education and general (E&G) funds spent on instruction	41%	44%	41%	43%	46%	45%	46%

COPPIN STATE UNIVERSITY

MISSION STATEMENT

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

VISION STATEMENT

Coppin State University aspires to be an exemplar of public, urban higher education by:
- Educating our multigenerational student body through community engage teaching and learning;
- Focusing on research and creative activities to enhance student learning; and
- Becoming a leader in developing and using data analytics for continuous excellence in student success.

INSTITUTIONAL ASSESSMENT

CSU, a member of the USM, is among the leaders in the State, providing access to higher education to primarily first-generation college students, as well as maintaining affordability for student from low-income families. The following below is a description of significant trends and events that have impacted the university and its progress towards stated goals.

To address the goals in the University System of Maryland's (USM) Strategic Plan and goals in the Maryland State Plan for Higher Education, the university has aligned its strategic plan goals to the USM and the State. Coppin State University adopted the following overarching goals through FY 2020:

Current strategic goals

I. **Increase Enrollment -** Recruit, enroll, and retain high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.

II. **Academic Innovation** - Enhance the academic enterprise and cultivate a robust, enthusiastic faculty to ensure that students engage in the community and graduate, within four years, well-prepared to succeed in careers and other post-graduate opportunities.

III. **Student Experience** - Address the needs of our multi-generational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes, inside and outside the classroom.

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IV. **External Relationships -** Nurture partnerships and opportunities with alumni, stakeholders, industry professionals, corporations, community organizations, and incubator facilities to expand student career paths and networks while strengthening the capacity to raise private dollars and support University priorities.

V. **Resource Development and Stewardship** – Develop an infrastructure that supports continuous improvement of human and financial resources and fosters a culture for identifying and obtaining externally-funded grant opportunities and other new revenue streams to achieve the University's stated goals.

VI. **Information Technology** - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational and educational excellence.

VII. **Assessment -** Sustain a culture of institutional effectiveness and quality control by strengthening assessment infrastructures and engaging students, faculty, staff, and other university personnel in student success strategies, activities, and programs.

VIII. **Data-Supported Decision Making** - Maintain a technology infrastructure that supports campus-wide data democratization and the use of analytics to impact learning and effective University operations.

IX. **Communications & Marketing** - Tell the Coppin story in a way that enhances the public perception of the university to drive enrollment and increase fundraising results while highlighting and promoting research and engagement to garner national attention and leadership.

Significant Developments During the Last Fiscal Year
While there have been several new developments throughout the academic year, the following below highlights significant changes in leadership and to the academic structure:
- In summer 2019, President Maria Thompson retired from the University. The USM Board of Regents named Dr. Mickey Burnim, Interim President.
- During FY 2019, the University commissions an academic program viability study, which concluded that the University should place an emphasis on growing enrollment by focusing on developing certificate programs in existing programs and by developing new degree programs in healthcare administration, social work, business, and non-profit leadership.
- The University created the University Academic Advisement Center (UAAC) to compliment advisement occurring within the academic colleges by faculty and by professional staff within the Academic Success Centers. The UAAC provides services such as extended evening hours and comprehensive advisement services.

Enrollment Management Initiatives
The University regularly reviews its activities, programs, and strategies for addressing major areas of the campus such as enrollment, retention, and graduation. CSU stabilized its enrollment during the last fiscal year. However, it experienced a decline of 155 students over the previous year. In FY 2018, fall headcount was 2,893, and in FY 2019, fall headcount was 2,738. Through aggressive strategies, the current fall 2019 enrollment is 2724, a decline of only 14 students.

During the next fiscal year, an average increase of approximately 1% in enrollment is projected. Projections have been challenging especially due to the free tuition offered at area community colleges. However, the University continues implementing strategic enrollment strategies in preparation for each of the fall semesters. It is expected that retention rates for continuing students as well as an increase in the freshman cohort will occur.

Outcomes of successful strategies facilitated a sustainable freshman cohort comparable to the size of last year class. In FY 2018, the freshmen cohort size was 383 first-time, full-time, degree-seeking freshmen, compared to the previous year's cohort size which was also 383. The University was able to maintain enrollment for a significant number of transfers, continuing, and graduate students. Coppin improved efficiencies among its staff and utilized the services of three well-known consulting firms to aggressively seek an increase in enrollment over the next few years as well as more enhanced recruitment and retention strategies. Additionally, the institution designed and implemented Academic Success Centers where continuing students are constantly coached by experienced professionals within their majors through their life cycle at the University. Furthermore, the University recently hired a new director of retention.

The university also continued to use administrative and structural enhancements such as the implementation of data dashboards for the entire campus community. This is known on campus as "data democratization," decentralizing data and making it available for internal constituent use. Each employee of the University has access to live data on students depending on their role within the institution and has the capability to track enrollment, retention, and graduation data, and make decisions based on relevant information. Other structural changes are addressed in the Commission Assessment section of this report as requested.

Progress towards Performance Accountability Goals
There has been a significant level of stability as well as improvements within the set of indicators listed within the performance accountability report. For example, the university continued to have strong enrollments in the STEM sciences. In FY 2018, there were a total of 206 students enrolled in the STEM disciplines. However, in FY 2019, that number slightly decreased to 200 students. The number of STEM students is projected to stabilize to 205 student next fiscal year, primarily due to the enhancements made to STEM programs, and opportunities for early research within majors.

The number of STEM degrees awarded slightly decreased to 27 in FY 2019, down from 33 awarded in FY 2018. It is anticipated that there will continue to be increases over the next few fiscal years due to significant investments in the STEM by the State and due to the continued program emphasis and growth of two new concentrations in chemistry and biology which are aligned with market standards and those of the American Chemical Society. Additionally, the University plans to propose two additional certificates and graduate degrees in the natural sciences. The number of degrees awarded in Nursing through the College of Health Professions remained the stable at a total of 67 undergraduates.

Progress towards certain goals is expected to continue to increase as the University places special emphases on selected initiatives aligned with state and USM goals as those identified as institutional priorities.

<u>Performance Accountability Goals 1 - 6</u>

Goal 1: *Provide access to higher education for diverse citizens of Maryland.*

Central to the University's goals is maintaining affordable tuition for the Maryland citizenry, especially, minorities and African Americans. Tuition for Coppin is $8,900 annually, which includes the optional cost of student health insurance. Increased diversity also remains a goal of the University. The University currently has a population of 80% African American and 20% are Caucasian, Hispanic, international students, and other races and ethnicities. In FY 2019, 479 degrees were conferred, a slight decrease over last year's 501 degrees awarded. On average, over 500 degrees are awarded annually to a large of number of minorities within the State from Coppin. This is a significant accomplishment and remains central to the university's mission.

The university continues to expand its efforts towards diversity by continuing to build partnerships with community colleges, but also will expand collaboration with USM institutions. Plans for the community colleges include but are not limited to, additional 2+2 partnerships and additional articulation agreements. Other collaborations to be expanded are with local sister institutions.

The University continues to expand dual enrollment and dual credit agreements with local high schools. Coppin has an agreement with its own Coppin Academy and recently, collaborated with neighboring Douglass High School for dual arrangements as well. Students on both campuses earn early college credits that may be used for high school completion and count as credit towards a degree earned at the University. Last fiscal year's dual enrollment counts averaged 93 students. For FY 2019, the count is 120 students. It is expected that dual enrollment will increase for the University, to over 150 in FY 2020.

Coppin will continue to build its infrastructure for online courses as well, expanding access to students who would otherwise not have access to the campus or degree offerings in the business discipline. As a result, training for online courses has increased for faculty. Through the Online Learning Consortium process (formerly Sloan-C), additional faculty members (an additional 51) have been trained to offer more course offerings online. Also, the University is exploring opportunities to offer additional degrees fully online. Currently, the B.S. in Management is the only full online degree offering.

The University continues collaboration with the University of Maryland Global Campus (UMGC) to build a greater Coppin online presence. The online platform support by UMGC will enable the University to place its existing Doctor of Nurse Practice (DNP) program online which will contribute to enrollment growth. Also planned are additional courses and programs from the College of Business to be offered fully online.

The University partnered with Blackboard to conduct a program viability study to help guide in the development of institution's new academic programs. CSU is currently developing new certificate programs to bolster enrollment and meet market demand.

Goal 2: *Promote economic development in Maryland's areas of critical need in particular and in the inner city in general.*

Coppin State continues with its goals and initiatives towards contributing to the State's workforce, particularly in areas that are critically in need of professionals in areas of healthcare, the arts, criminal justice, education, and STEM just to name a few.

Teacher Education:
The School of Education maintains its accreditation by the National Council for Accreditation of Teacher Education (NCATE) and offers a variety of undergraduate and graduate programs designed primarily to prepare students for careers in teaching. The School continues in the University's proud and historic and rigorous teacher education tradition. While the teacher education program and academic standard are rigorous—traditionally 100% of the undergraduate students who completed teacher, training passed Praxis II examination (Objective 2.1) – the current fiscal year (FY 19), 100% of the students who took Praxis II, passed the exam. This past year, 20 students took the exam and all 20 students passed. According to institutional policy, no student is advanced to candidacy for graduation until the Praxis is passed, in part, accounting for the 100% pass rate.

Science, Technology, Engineering and Mathematics Programs:
Enrollment within the number of undergraduates enrolled in STEM programs slightly decreased from 206 in FY 2018 to 200 in FY 2019 and the actual number of baccalaureate degrees slightly decreased from 33 to 27. The university anticipates that this trend would continue in a positive direction as market-driven content is provided within the STEM programs.

STEM efforts at the university are the institution's priority and activities and initiatives toward programming efforts have been increasing. The university officially opened its first ever STEM Center in October 2013. The STC facility with is new technologies contribute to the University's STEM initiatives. Also, the State approved two new program concentrations in Biochemistry, Computational Chemistry, and Applied Sciences.

College of Health Professions:
The Nursing program had an NCLEX pass rate of 79.1% in FY 2019, a .02% increase from last year's rate of 77%. It is anticipated that CSU's scores will be in the mid-70th percentile range. The total number of bachelor's degrees awarded in Nursing decreased in FY 2019 to sixty-seven (67) down from 69 in the previous fiscal year. Since the School has been reorganized into the College of Health Professions, the capacity of the program has changed and it able to admit and graduate a larger share of students. Also, measures are being taken to increase licensure pass rates of nursing students. Such measures included additional tutorial services and the used of predictive analytics to determine and assess student learning at various levels throughout the nursing career. As a result, the University is expecting a significant increase in the NCLEX scores next year.

Goal 3: *Improve retention and graduation rates of undergraduate students.*

The University maintains its level of commitment to improving retention and graduation rates for its students. The challenge has been to balance the appropriate number of best practice intervention programs and fund them at levels in which they may be sustained over the years. The six-year graduation rate decreased from 25% for all students in FY 2018 to 24% in FY 2019 (Objective 3.1). The six-year graduation rate for all minority students increased from 24% in FY 2018 to 25.9% in FY 2019. Due to structural changes and enhancements such as the availability of data dashboards and other initiatives, projected data show an increase in overall retention and graduation rates. The next fiscal year six-year graduation rate is projected to be 27% based on current enrollments and projected degrees awarded.

The institution's graduation rate for African Americans increased from 20% in FY 2017 to 25% in FY 2019. Likewise, 2nd year retention rates increased from 68% to 69.6% in FY 2019. The success is attributed to enhancements in enrollment planning, retention, and management strategies.

Partnering with Community Colleges to Increase Graduation Rates
Annually, CSU welcomes approximately 250 new transfer students from Maryland's Community Colleges as well as other colleges and universities. In general, students who transfer to CSU perform significantly better than new freshman. The data suggests that students who transfer to CSU with 60 credits or more are **more likely** to graduate in four years than those who transfer to CSU with less than 60 credits or who began their career at CSU.

Increasing Completion Rates of Stop-Outs
In FY 2018, CSU continued implementing a program to improve the graduation rate of students who were close to completing a bachelor's degree but stopped out for twelve months or more. Known as "near-completers," these students have completed at least 75% of the credits needed to earn a bachelor's degree (e.g. 90 credit hours or more for a 120-credit program) and are in good academic standing. Financial support is also provided in the form of scholarships to support continuous enrollment and progress towards the final semesters to graduation. The University remains grateful to the State for supporting its near-completers program.

Goal 4: *Achieve and sustain national eminence in providing quality liberal arts and sciences education.*

Results of the latest Coppin State University alumni survey shows that 90% of Coppin's graduates are satisfied with their preparation for graduate or professional school (Objective 4.1). Similarly, alumni reported a high level of satisfaction (76%) with their preparation for employment (Objective 4.2). Ninety-two percent (59%) of those survey indicated that they were employed in the State of Maryland.

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Goal 5: *Increase revenue from alternative sources to state appropriations.*

Coppin State remains actively engaged in raising funds through the Coppin Development Foundation and the Office of Institutional Advancement. These funds have been continuously used for faculty development, endowed faculty chairs, student scholarships, cultural enrichment programs and the Coppin Academy. As referenced in Objective 5.1, the percent of alumni giving remained constant at 9% in FY 2019.

Goal 6: *Maximize the efficient and effective use of state resources.*

As indicated in Objective 6.1, the University did not meet its target with regards to the percentage of expenditures targeted toward facility renewal and renovation through FY 2016. However, the university is exploring opportunities to reallocate appropriate dollars that could result in increased funds for future facility projects. In order to increase to the targeted efficiency percentage, increased operating facility renewal funds are required. The Capital Facilities Renewal funds (Academic Revenue Bonds) have been constant ($359K to $409K) over the years, which mostly account for the stable percentages the University has held since 2011 (at 0.4%). In FY 2018, the percentage of expenditures targeted at facility renewal and renovation was 0.4%, while in FY 2019 it remained constant at 0.3%.

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COMMISSION ASSESSMENT

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Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Institutional Response

<u>Target Interventions</u>

- **Students Eligible, but Not Enrolled -** The four academic colleges, which include the College of Arts and Sciences and Education, Behavioral and Social Sciences, Business, and Health

Professions, contact over 300 individuals per semester in a "cohort attack" fashion to ensure students who are eligible to enroll, complete the registration process. General obstacles include outstanding balances from the previous semester, and in some cases, undeclared majors. The colleges monitor the number of students who return each semester, their grade point averages, and assist with progression through plans of study. The strategy is a part of each dean's strategic goals and is measured each semester and academic year.

- **Freshman Seminar Course** – While the required Freshman Seminar course is not a new initiative, the contents of the course have been revised to support the goals of progression and retention. Among efforts that include advisement and registration and content support, all students complete the Beginning (BCSSE) survey that will be used to guide data-supported activities that directly relate to students' identification of expressed need/concerns that could negatively affect their continued enrollment and progression towards the degree. The University reviews the freshman cohort size, individual progression towards intended majors, and utilizes the results of the survey to inform academic advisement and to improve student support services.

- **Reenergizing Individual Student Excellence (RISE)** – This newly established program will support academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been either on academic alert and/or probation, b) first full-time freshmen whose Cum GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return. The University will measure each semester, the number of students identified who re-enroll and their grade point averages. The goal of the program is to coach each student to success through to completion.

- **Project Hope 2.0** – The program will provide proactive, targeted, and collaborative efforts to improve graduation rates among the near completers enrolled at Coppin State University. The three selected objectives are to 1) enhance and improve existing outreach strategies to encourage near completers to re-enroll in college; 2) increase re-enrollment rates of near completers by offering an individualized plan of study to facilitate completion; and 3) increase re-enrollment rates of near completers by offering financial aid resources. This project is funded through MHEC's *One Step Away* grant awarded to Coppin for Fall 2019 implementation.

USM - Coppin State University

Coppin State University (CSU) is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM (science, technology, engineering and mathematics) disciplines. Coppin, as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

VISION

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the state of Maryland, Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the city, the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide access to higher education for diverse citizens of Maryland.

Obj. 1.1 Increase the percentage of non-African-American students to 24 percent.

Obj. 1.2 Increase the number of students enrolled in programs delivered off-campus or through distance education to 1,219.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of non-African-American students enrolled	8%	14%	23%	23%	21%	23%	23%
Number of students enrolled in off-campus or distance education courses	1,130	1,169	1,260	1,191	1,178	1,185	1,196

Goal 2. Promote economic development in Maryland's areas of critical need in particular, and the inner city in general.

Obj. 2.1 Increase the number of students completing CSU's teacher training program and eligible for state licenses to 42.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Undergraduates who intend to get a teacher education degree	170	155	150	156	180	188	194
Number of undergraduate students completing teacher training program and eligible for state licenses	12	12	25	36	20	28	30
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

USM - Coppin State University

Obj. 2.2 Increase student enrollment in STEM programs to 230, and increase the number of baccalaureate degrees awarded in STEM programs to 45.

Obj. 2.3 Increase the NCLEX (nursing licensure) examination pass rate to 79 percent.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number undergraduates enrolled in STEM programs	207	206	241	206	200	205	208
Number of baccalaureate degrees awarded in STEM programs	22	19	25	33	27	28	30
Number of baccalaureate degrees awarded in nursing	85	85	85	69	67	69	72
NCLEX (Nursing licensure) exam passing rate	62%	76%	79%	77%	79%	79%	80%

Goal 3. Improve the retention and graduation rates of undergraduate students.

Obj. 3.1 Increase the six-year graduation rate for all students to 24 percent.

Obj. 3.2 Increase the six-year graduation rate for all African-American students to 23 percent.

Obj. 3.3 Maintain a second-year retention rate of 69 percent or greater for all undergraduate students.

Obj. 3.4 Maintain a second-year retention rate of 59 percent or greater for African-American students.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Six-year graduation rate of all students from CSU	18.7%	17.7%	21.0%	25.0%	24.2%	26.0%	29.0%
Six-year graduation rate of all minority students from CSU	18.3%	17.1%	21.0%	24.0%	25.9%	27.0%	30.0%
Six-year graduation rate of African-American students from CSU	17.8%	16.6%	19.0%	20.0%	25.0%	26.0%	29.0%
Second-year retention rate at CSU of all students	69%	69%	66%	63%	70%	67%	68%
Second-year retention rate at CSU of all minority students	67%	69%	62%	66%	71%	73%	75%
Second-year retention rate at CSU of African-American students	67%	69%	62%	68%	70%	72%	74%

Goal 4. Achieve and sustain national eminence in providing quality liberal arts and sciences education.

Obj. 4.1 Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 90 percent or greater.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of alumni satisfied with education received for graduate or professional school one year after graduation (triennial survey)	N/A	≥90%	≥90%	N/A	N/A	≥90%	≥90%

USM - Coppin State University

Obj. 4.2 Maintain percent of CSU graduates employed in Maryland at 85 percent or greater.

Obj. 4.3 Maintain the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology programs at 1,905 (fiscal year 2014).

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
[1] Percent of graduates employed in Maryland (triennial survey)	N/A	N/A	10%	N/A	N/A	1	0.5
Employment rate of graduates in Maryland (triennial survey)	N/A	≥92%	≥59%	N/A	N/A	≥75%	≥75%
Percent of alumni satisfied with education received for employment one year after graduation (triennial survey)	N/A	75%	76%	N/A	N/A	77%	78%
Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and Information Techology academic programs	1,818	1,824	1,692	1,718	1,582	1,624	1,688

Goal 5. Increase revenue from alternative sources to State appropriations.

Obj. 5.1 Increase the percent of alumni giving to 10 percent or greater.

Obj. 5.2 Save at least three percent of operating budget through cost containment measures.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of alumni giving	9%	9%	9%	9%	9%	9%	9%
Percentage of operational budget savings achieved	2%	2%	2%	3%	3%	3%	3%

Goal 6. Maximize the efficient and effective use of State resources.

Obj. 6.1 Expend at least 0.3 percent of replacement cost for facility renewal and renovation.

Obj. 6.2 Increase total philanthropic funding on the basis of a moving three-year average to $2.2 million.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of replacement cost expended in facility renewal and renovation	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%
Total philanthropic funding (millions)	$1.8	$1.8	$1.8	$1.7	$1.7	$1.7	$1.7

NOTES

[1] Based on number of responses, not on total number of students who graduated.

MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
1	1.1	Percent Non-African American	The percentage of students from races and ethnicities other than African American.	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Total of all student enrollment minus the total coded as Black or African American in race category in student's service center in EagleLINKS. The actual percentage calculated based on the ratio of AAs to all other students.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	1.2	All Students Enrolled Off-Campus / Distance Education	Students enrolled in courses and or programs at off-site locations or received education through Video format	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as 1, or 2, in distance education or some distance education, for example at USM Hagerstown or other off-site locations.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
2	2.1	UG Majoring in Teacher Ed	The number of undergraduates who are enrolled in all teacher education majors collectively at the university.	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled (EIS Census snapshot) into file for dissemination to MHEC and USM.	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as EDUC majors, undergraduates only.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	2.1	No. Students Eligible for State Licensure	The number of students who have completed all courses and/or institutional requirements and/or those of MSDE and may take PRAXIS	School of Education; Deans Office; reports from MSDE	1. Dr. James Takona, Dean, College of Arts and Sciences and Education, X3069	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual	Total of all students enrolled in who have completed all requirements for teacher education as indicated by MSDE and passed PRAXIS II with	TK-20 used to assess milestones accomplished ensuring students are eligible. This is checked against EagleLINKS and Blackboard.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative

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MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
						completers grades and academic records.	scores as follows: Math 150, Reading 156, and Writing 162.		reports and other major reporting.
	2.1	Percent Passing PRAXIS	Total percent of students who took and passed PRAXIS II	School of Education; Deans Office; reports from MSDE	1. Dr. James Takona, Dean, College of Arts and Sciences and Education, X3069	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual completers grades and academic records.	All students with scores in the following PRAXIS range as indicated for Maryland as the following: Math 150, Reading 156, Writing 162.	TK-20 used to assess milestones accomplished ensuring students are eligible. This is checked against EagleLINKS and Blackboard.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	2.2	No. of STEMs	Total number of students enrolled in all of the STEM disciplines combined	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records Office), error checked by Institutional Research by student ID and bundled into file for dissemination to MHEC and USM.	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as undergraduate BIO, CHEM, Nat. Sci., Nursing, Health Sci.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
		STEM Degrees Awarded	Total number of degrees awarded in each of the STEM disciplines	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records Office), error checked by Institutional Research by student ID and bundled (DIS census snapshot) into file for dissemination to MHEC and USM.	Total of all student degrees awarded taken from census file (DIS frozen snapshot) coded as undergraduate BIO, CHEM, Nat. Sci., Nursing, Health Sci.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	2.3	No. of Nursing Degrees Awarded	Total number of undergraduate degrees awarded in Nursing	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884;	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records Office), error checked by Institutional Research by student ID and bundled (DIS census snapshot) into file for dissemination to MHEC and USM.	Total of all student enrollment taken from census file (DIS frozen snapshot) coded as undergraduate B.S. in Nursing, RN to BSN.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.

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MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
					pdoddanna@coppin.edu			in processors where data input usually occurs.	
	2.3	NCLEX Pass Rate	Pass rate as calculated and provided by the Maryland Board of Nursing	Maryland Board of Nursing http://mbon.maryland.gov/Pages/education-nclex-stats.aspx	1.Tracey Murray, Dean, College of Health Professions, tmurray@coppin.edu X3970	The start of each new Fiscal Year; usually beginning of fall semester, actual data are stored at the National Council State Boards of Nursing (NCSBN) and Pearson VUE, which then provides data to the Maryland State Board of Nursing from which we draw our data and then prepare for reporting.	Ratio calculated on total number who took the exam vs. those who passed.	Data are verified independently. We audit the actual number of test takers to ensure accuracy of the results.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	2.4	Nurses Employed in MD	Actual number of nursing professionals who are working in the State of Maryland	Maryland Board of Nursing; http://mbon.maryland.gov/Pages/education-nclex-stats.aspx; College of Health Professions Alumni Survey	1.Tracey Murray, Dean, College of Health Professions, tmurray@coppin.edu X3970	The start of each new Fiscal Year; usually beginning of fall semester, actual data are stored at the National Council State Boards of Nursing (NCSBN) and Pearson VUE, which then provides data to the Maryland State Board of Nursing from which we draw our data and then prepare for reporting.	Total registered nurses, nurse practitioner's certified by the MBON	Data are verified independently. We audit the actual number of program completers to ensure accuracy of the results.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
3	3.1	6-yr grad rate all students	Graduation rate within six years for all students in a *defined cohort group at the University *first-time, full-time, degree seeking students entering in the fall semester	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled (DIS census snapshot) into file for dissemination to USM and MHEC.	Total number of graduates within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	3.2	6-yr grad rate minorities	Graduation rate within six years for minority students at the University	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys.,	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled (DIS census snapshot) into file for	Total number of graduates coded as a race or ethnicity other than white - within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.

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MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
					X3884; pdoddanna@coppin.edu	dissemination to USM and MHEC.	who were first-time, full-time degree-seeking freshmen.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
	3.2	6-yr grad rate AAs	Graduation rate within six years for African American students at the University	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled (DIS census snapshot) into file for dissemination to USM and MHEC.	Total number of graduates coded Black or African American - within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	3.3	2nd-yr retention all students	Second-year retention rate for all students. The rate/number of students from the cohort group who return, and enroll for classes at the university the following fall semester after first enrolling (students must be captured as part of census data to be included).	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled (EIS census snapshot) into file for dissemination to USM and MHEC.	Total number of students retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	3.3	2nd-yr retention minorities	Second-year retention rate for minority students	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled (EIS census snapshot) into file for dissemination to USM and MHEC.	Total number of students coded as a race or ethnicity other than white who are retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	3.4	2nd-yr retention AAs	Second-year retention rate for African American students	Internal through PeopleSoft, Analytics, IT Division, Nigel and Marlin databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID	Total number of students coded as Black or African American retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative

MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
					2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	and bundled (EIS census snapshot) into file for dissemination to USM and MHEC.		Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	reports and other major reporting.
4	4.1	Percent Alumni Satisfied After 1 yr. for Grad School	Percent of alumni taking a survey who indicated they were satisfied and felt prepared for graduate and professional school studies	Internal Sources - Alumni Survey; BLUE; Graduating Senior Survey, Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Total graduates who took the survey indicating they were very satisfied or satisfied and felt prepared for graduate or professional school.	This is likely to vary depending on the type and level of graduate studies sought by recent graduates. Program requirements vary by discipline making it challenging for graduates to truly discern their levels of preparedness.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	4.2	Percent Working in MD	Percent of graduates employed while in MD	Graduating Senior Survey, Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Total percentage graduates who took the survey indicating they were working in Maryland.	Data are self-reported and while working in Maryland, it may be made clearer to indicate if they are working in their respective discipline.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	4.3	Employment Rate	Rate of employment of CSU graduates into the MD workforce	Graduating Senior Survey, Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Percentage of students based on the total N of students taking the survey indicating they had jobs.	The rate will be affected by the length of time it actually takes to secure employment after graduation. One average, it takes 6 mos. to one year for graduates nationally to secure employment that requires a bachelor's degree which may or may not be in the graduate's discipline.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	4.3	Percent Alumni Satisfied After 1 yr. for their Job	Percent of alumni taking a survey who indicated they were satisfied and felt prepared the demands of their job	Graduating Senior Survey, Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Total students who took the survey indicating they were very satisfied or satisfied and felt prepared for the demands of the jobs and had necessary skills.	This is likely to vary depending on the type of job held and annual income earned by recent graduates. Variability will exist making it challenging for graduates to truly discern their levels of satisfaction.	Provided to Provost and VPAA; shared with President and cabinet members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	4.3	Total Enrolled in Urban	Total of all students combined from enrollments in majors	Internal through PeopleSoft, Analytics, IT	1. Beryl Harris – Director of Institutional	Annually each fall semester, via PeopleSoft; verified by IT, Input unit	Total of all student enrollment taken from census file (EIS frozen	Internal audit checks are conducted each semester by IR by drawing random	Provided to Provost and VPAA; shared with President and cabinet

MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
		Teacher Ed, Nat. Sci., Nursing and Hlth. Sci., Crim. Jus. and IT	of Teacher education, nursing and health sciences, natural sciences, criminal justice and information technology	Division, Nigel and Marlin databases	Research, X6280, bharris@coppin.edu 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	(Records and Registration), error checked by Institutional Research by student ID and bundled into file for dissemination to USM and MHEC.	snapshot) coded as undergraduate EDUC, BIO, CHEM, NURS, HLTH, CRJU, COMP.	samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	members for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
5	5.1	Percent Alumni Giving	Percent of the total alumni who are giving back to the institution and supporting various scholarships and foundations within the university	Alumni Survey administered by Institutional Advancement	1. Doug Dalzell, VP for Institutional Advancement. X3800, ddalzell@coppin.edu	Data extracted from the Annual Extramural Report, data collected from IA; housed in PeopleSoft, stored in the budget office; compared to Alumni Giving database housed in Institutional Advancement.	Percentage taken from the total N survey respondents who donated to the institution; matched against actual donations on private and alumni donations.	There are donors who wish not to be identified and wish that some gifts remain for particular or discretionary uses. There are likely more alumni givers who wish to remain private.	Provided to President and cabinet members by VP for Institutional Advancement for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	5.2	Percent Op. Budget Saved	Total operational budget savings achieved each year through cost cutting measures.	Budget Office, Admin. & Finance	1. Stephen R. Danik, VP Admin. & Finance; X3575; sdanik@coppin.edu	PeopleSoft Financials, Administration and Finance; annual collection during fall semester.	Total amount calculated on the amount achieved through cost containment efforts, green and recycling efforts, fund balance. Budget Office provides information from the PeopleSoft Financials.	Savings have particularly been low to moderate for this institution which typically utilizes fully its budget. Significant upgrades and improvements have been ongoing as expected for the campus. Responses to audits have shown efforts to continuously automate functions resulting in efficiencies not fully realized.	Provided to President and cabinet members by VP for Institutional Advancement for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
6	6.1	Percentage Facility Renewal	Total percentage of cost expended on facilities renewal and campus renovations.	Budget Office, Admin. & Finance	1. Stephen R. Danik, VP Admin. & Finance; X3575; sdanik@coppin.edu	PeopleSoft Financials, Administration and Finance and Capital Planning; annual collection during fall semesters.	Total costs of all improvements, renovation and construction efforts are captured and reported. Budget Office provides information from the PeopleSoft Financials.	Considerable dollars have been provided by the State for capital improvements. Regular updates provided to the Board of Regents through committees and special reports as required.	Provided to President and cabinet members by VP for Administration and Finance for verification in consultation with AVP for Planning and Director of IR, used in legislative reports and other major reporting.
	6.2	Total Philanthropic Giving	Total dollars raised through philanthropic efforts, individuals, and organizations,	Budget Office, Admin. & Finance, Institutional Advancement	1. Stephen R. Danik, VP Admin. & Finance; X3575; sdanik@coppin.edu	Data extracted from the Annual Extramural Report, PeopleSoft Financials, Administration and Finance; annual collection during fall	These amounts include private donors such as individuals, financial institutions, interest groups, and foundations.	There are donors who wish not to be identified and wish that some gifts remain for particular or discretionary uses. There are likely more alumni	Provided to President and cabinet members by VP for Institutional Advancement for verification in consultation with AVP for Planning and Director of IR, used in

MFR GOAL	MFR OBJ.	MEASURE	DEFINITION	SOURCE	CONTACT	COLLECTION AND CONTROL	CALCULATION METHODS	INTEGRITY / LIABILITY	REPORTING
						semester; compared to Alumni Giving database housed in Institutional Advancement.		givers who wish to remain private.	legislative reports and other major reporting.

FROSTBURG STATE UNIVERSITY
2019 Institutional Performance Accountability Report
September 2019

MISSION

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

INSTITUTIONAL ASSESSMENT

Goal 1: Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

Frostburg prides itself on providing student engagement opportunities that both address community needs as well as promote the university's successes, strengths, and assets at state and regional levels (**MSP Strategy 8**). Various initiatives and programs in STEM disciplines, teacher education, and regional engagement activities serve as a means to achieve this goal and reinforce statewide strategies.

STEM Initiatives and Programs

Although the number of FSU undergraduates enrolled in STEM programs decreased by 5.6% over the reporting period (from 804 in 2018 to 759 in 2019), FSU continues to meet its MFR-established goal for the number of STEM-program graduates (169 in 2019).

Over the reporting period, the R.N. completion program experienced a 3.2% growth in enrollment (from 468 students in 2018 to 483 in 2019) as well as an 8.8% increase in the number of nursing program graduates (from 147 in 2018 to 160 in 2019 - **MFR Objective 1.3**). Additionally, enrollment in the Master of Science in Nursing program continues to grow significantly (by 52.2% from 2018 to 2019), and the Department of Nursing is currently exploring the feasibility of establishing post-master's certificates in the Leadership/Management and Education concentrations as well as a doctoral degree or collaborative doctoral degree with other USM institutions.

Frostburg's Master of Medical Science in Physician Assistant Studies program successfully received accreditation-provisional status from its accrediting agency (ARC-PA) in May 2019 (see Goal 3 below). As a result of this provisional accreditation, the University enrolled an initial cohort of 25 students into the program in the summer of 2019 (**MSP Strategies 4 and 6**).

Education

Frostburg State University continues to reach out regionally in the expansion of new and existing academic programs designed to meet the educational needs of working professionals in Maryland (**MSP Strategy 1**). For 2019, 265 students enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. While enrollments in these programs have declined from 2018, the number of candidates who successfully completed their teacher training over the reporting period (**MFR Objective 1.2**) has increased from 96 in 2018 to 105 in 2019. Additionally, the pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II has remained strong at 98% in 2019.

In the summer of 2019, the University enrolled an initial cohort of students into its new 18-credit hour Post-Master's Certificate in Educational Leadership. This advanced certificate is designed for certified teachers who hold a Master's degree from a fully-accredited institution of higher education. Its purpose is to prepare students for entry-level positions in educational leadership by equipping them with the techniques, skills, and concepts appropriate to the field.

In response to the need for graduates in the allied health professions and to help reduce students' time to degree, Frostburg began offering a combined, five-year Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training. In May 2019, MHEC granted approval for FSU to offer the program, which is the only one of its kind in the state of Maryland. Frostburg discontinued its bachelor's degree in athletic training and began the combined program in the fall of 2019. The University also created a two-year master's program for students who already have a related undergraduate degree to transition to the new Commission on Accreditation of Athletic Training Education (CAATE) standards.

In October 2018, Garrett College and Frostburg State University signed a Memorandum of Understanding establishing the foundation for a collaborative Bachelor of Science degree program in Adventure Sports Management. The agreement also provides students with a clear pathway from an associate degree to a baccalaureate degree, utilizing the resources of both institutions.

Regional Engagement

In addition to strategic delivery of existing programs that engage external communities with the University, Frostburg is beginning to create new opportunities for its resources and intellectual capital to benefit the region and better promote campus facilities that help spark innovation. As part of these efforts, the university transformed the Sustainable Energy Research Facility (SERF) into the new Center for Applied Research and Innovation (CARI). In March of 2019, a Call for Proposals was issued to the campus to seek specific innovation projects and programs that can be jump-started by CARI. While proposed projects and programs can be driven by individual faculty, staff, or students, FSU is also encouraging innovations that are in cooperation or partnership across disciplinary and organizational lines and include participation with business, industry, or the larger community to answer questions faced in the region. In addition to space in

CARI, the university is also working with the selected projects to help secure funding, equipment, and other needs.

Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

Frostburg State University supports student success through its comprehensive academic and career services, which are focused on the needs of its students. Over the reporting period, the university continued to exceed its benchmarked goal for the percentage of African-American and minority undergraduates enrolled. These performance measures remained stable in 2019, at 31.2% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 42.5% for minorities (**MFR Objective 2.3**).

Frostburg's second-year retention rate for undergraduates rose from 73.7% in 2018 to 76.7% in 2019 (**MFR Objective 2.1**). The second-year retention rate for African-American students also increased (from 71.3% in 2018 to 76.4% in 2019, **MFR Objective 2.4**), as did the rate for all minorities (from 69.4% to 73.9%, **MFR Objective 2.6**). While the six-year graduation rate of undergraduates gained slightly (from 57.3% for 2018 to 58.1% for 2019, **MFR Objective 2.1**), there were declines in both the six-year graduation rates for African-Americans (from 59.2% to 55.6%, **MFR Objective 2.5**) and for all minorities (from 56.2% to 55.7%, **MFR Objective 2.7**) over the same time period. For all three of the graduation rates referenced above, it is important to note that these performance measures include students who started at Frostburg, but were successfully able to transfer and graduate from another public four-year institution in Maryland.

Recent Hires

In October 2018, Frostburg State University established a new position of Vice President for Enrollment Management, whose charge is to consolidate important support services for both prospective and enrolled students with the goal of making more intentional and efficient the University's student support offerings. Bringing together Admissions, Financial Aid, the Office of the Registrar, Programs Advancing Student Success, the Center for Academic Advising and Retention (CAAR), and TRIO programs, this position also brings a student success focus to FSU's enrollment initiatives.

In August of 2019, Frostburg hired a Northeast Maryland Regional Admissions Counselor, whose duties include recruiting students to the engineering programs at AACC (Arundel Mills) and Cecil College, recruiting transfer students from the northeast portion of Maryland to the main FSU campus, and visiting high schools to recruit first-time students.

Also in the summer of 2019, Frostburg hired an Assistant Athletic Director for Student Development and Success, who is charged with monitoring and supporting student-athletes' academic performance and progress, overseeing the implementation of study-hall policies, serving as Frostburg's NCAA Student-Athlete Advisory Committee advisor, developing leadership and career preparation programs, and creating stronger student-athlete experiences.

Other Persistence Efforts

In the summer of 2019, a designated section of Intermediate Algebra was offered online for the first time to returning students, in addition to the section that has historically been offered to first-year students. The summer 2019 pass rate for returning students in the course was 87.5% (enrollment: 8 students), as opposed to 92.0% for first-year students (enrollment: 25 students). Summer pass rates continued to exceed that of regular term offerings of the course, allowing more students to progress to mathematics courses appropriate for their majors.

Also in the summer of 2019, Academic Success Network staff used the *HelioCampus* and *Excellence in Academic Advising* platforms (see Campus Response to Questions Raised by the Commission below) to identify courses that appear to have higher DFW rates for African-American students relative to other students and explore possible unintentional barriers that could be eliminated (e.g., cost of course materials, course policies, and access to support resources). As a result of this evaluation, FSU implemented *NetTutor* in the fall of 2019, an online tutoring platform available 24/7 and staffed by professionally trained tutors. *NetTutor* acts as an additional resource to the current one-to-one, appointment-based system currently offered by the Tutoring Center.

Additionally, FSU adapted its outreach and services for academic probation students over the reporting period, using protocols developed by the Stanford University College Transition Collaborative. In AY 2018-2019, a required meeting for students was redesigned to be more interactive as well as renamed the Academic Success Workshop (previously the Academic Recovery Workshop) to reframe the tone of the sessions. As a result of data collected from focus groups in spring 2018, check-in meetings were also added each semester to supplement the content covered during the initial workshop, and one-on-one appointments were scheduled with students to help guide their academic progress. Additionally, Frostburg establish an academic probation student "course" on the university's learning management system that features academic support modules. In the fall of 2018, 191 students accessed at least one module, while 214 students accessed at least one module in the spring of 2019.

The Associate's Degree Scholarship has been developed to recognize and honor transfer students who have earned an Associate Degree with high academic standing. The scholarship is automatically awarded to any student who transfers from a Maryland Community College with a GPA of 3.0 and obtained an Associate's Degree. Information is also provided to transfer students at Open Houses and at College visits by Financial Aid staff and admission counselors. In FY 2018, 220 students received scholarships in a total amount of $506,250.

The CAAR office continues to partner with the College Bound Foundation and assist with the Last Dollar Grant/College Completion program by working with students in the College Completers cohorts to provide additional support and outreach. One hundred percent (7 of 7) students in the AY 2018-2019 cohort returned for the fall 2019 semester.

Frostburg also continues to partner 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 2019, fifteen students were readmitted through engagement with *ReUp* Education. Frostburg also assigned ten new students in AY 2018-2019 who transferred to FSU without a declared major to the CAAR office, whose staff serve as these students' academic advisors and provide a welcoming connection to the campus.

Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Cultural Diversity of Faculty and Staff

The University includes in its Cultural Diversity Program several strategies that focus on the effective recruitment, enrollment, and retention of faculty and staff from traditionally underrepresented groups (**MSP Strategies 9 and 11**). Over the reporting period, Frostburg experienced a slight increase in the percentage of African-American faculty (from 4.0% in 2018 to 4.6% in 2019). While the percentage of female faculty decreased from 43.8% for 2018 to 42.4% in 2019, the performance measure met the benchmarked goal (**MFR Objective 3.1**).

Over the reporting period, the Sibson Consulting Group worked with FSU to examine the University's administrative and support services as part of the Strategic Plan goal to assess and reallocate resources to support strategic initiatives. The study's findings were presented to over 100 faculty, staff, and students in May 2019.

The number of professionally accredited programs at FSU increased to 11 over the reporting period (**MFR Objective 3.2**) as a result of Frostburg's Physician Assistant program receiving accreditation-provisional status from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in May 2019. Accreditation from ARC-PA is one of the more demanding processes in higher education.

Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.

As outlined in its strategic plan, Frostburg is committed to strategic allocation of resources (fiscal, human, and physical), facilities planning, and campus enhancement and maintenance. The amount of funding spent on facilities increased over the reporting period, from 2.3% in 2018 to 2.6% in 2019 (**MFR Objective 4.1**). The university also expects to meet its goal in FY 2019 of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**), but cannot confirm these data until the USM Effectiveness and Efficiency reporting is completed in late October 2019.

The construction phase of the new residence hall began with structural framework in the summer of 2019, with occupancy planned for the fall of 2020, with 400-plus beds. Also during the reporting period, Frostburg completed several renovations to its current residence halls, including Annapolis and Cumberland Halls. The university expects the new facility and improvements to its current residence halls will help to attract students to the university and integrate effectively with on-campus housing requirements for incoming first-year students in an effort to better promote academic success.

In July 2019, President Nowaczyk testified at a state hearing on the new Education and Health Sciences Building, making a request in for the first full year of construction funding. The schedule is to complete design by late winter 2020 and begin construction in spring 2020, which is expected to be completed in approximately two years. (**MHEC Strategy 6**).

Goal 5: Promote economic development in Western Maryland and in the region.

Headcount Enrollment

While Frostburg's overall headcount enrollment decreased over the reporting period (from 5,396 in 2018 to 5,294 in 2019), the number of bachelor's degree graduates increased by 5.0% (from 1,026 in 2018 to 1,077 in 2019). Continuing enrollment trends at Frostburg can be partly attributed to a decline in the number of incoming students, primarily in transfer students. This trend has been supported via discussions with other institutions in the University System of Maryland, who have experienced similar circumstances. Economic factors may also play a role, with a smaller pool of community college students securing jobs without finishing their AA degrees or pursuing bachelor's degrees. Frostburg continues to analyze the trends of high school and community colleges to further address this issue.

Economic Development

Expanding outreach and engagement into the surrounding region has historically been a key goal for Frostburg. Under the continuing direction of the Vice President for Regional Development and Engagement (RDE), the number of economic development initiatives at FSU (**MFR Objective 5.3**) are expected to increase from seven (2019) as the Office of RDE works toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development.

In May 2019, the College of Business' established its external consulting arm, the new Center for Regional Engagement and Economic Development (CREED), which is committed to partnering with organizations in Maryland, Pennsylvania and West Virginia so that they can access faculty expertise in information management, skills training, leadership training, management development training, and research and consulting services (**MSP Strategies 8, 10, and 11**).

Goal 6: Promote activities that demonstrate the University's educational distinction.

Educational Outreach

Frostburg continues to provide increased opportunities for students to engage in service learning, volunteerism, and community service. For the reporting period, instances of student involvement in community outreach increased from 3,801 in 2018 to 4,506 in 2019, meeting the benchmarked goal (**MFR Objective 6.2**).

Division II

In July 2019, the National Collegiate Athletic Association (NCAA) announced that FSU was officially accepted to begin the Division II membership process. Frostburg and its 21 varsity programs have joined the Mountain East Conference (MEC) for the 2019-2020 athletic year, and is now the second Division II member in the state of Maryland, joining Bowie State University.

National Recognition

Frostburg State University takes pride in its commitment to student success and affordability (**MSP Strategy 2**). Several national recognitions received over the reporting period are summarized below:

- OnlineMasters.com, an online service designed to encourage students to pursue higher education, ranked Frostburg State University's online MBA in October 2018 as one of the best online MBA programs nationally, as well as one of the best for health care management, in its recent rankings for 2019.

- Also in October 2018, Frostburg State University's online Master of Science in Applied Computer Science received additional recognition, being been ranked 21st on Affordable Colleges Online's Best Online Master's in Computer Science for 2018 through 2019 and 11th on SR Education Groups Most Affordable Master's in Computer Science Online for 2019.

- In January 2019, VIQTORY, which serves military personnel and their spouses transitioning into civilian life, named Frostburg State University to its coveted 2019-2020 Military Friendly Schools list, marking the eighth time in a row FSU has received this distinction. The Military Friendly Schools list honors colleges, universities and trade schools in the country that go above and beyond to embrace America's military service members, veterans and spouses as students and ensure their success on campus.

- Frostburg State University's Master of Science in Counseling Psychology was recognized in February 2019 by the online service Human Services Edu as one of the best and most affordable counseling programs in the nation for 2019, and one of only two recognized in the state of Maryland.

- In May 2019, FSU was again designated a Voter Friendly Campus by national nonpartisan organizations Campus Vote Project and NASPA – Student Affairs Administrators in Higher Education. Frostburg is one of 123 designated schools in the country. FSU first received this recognition in 2017, following the 2016 presidential election.

Other Activities

In April 2019, Frostburg submitted a Substantive Change Request Form to the Middle States Commission on Higher Education (MSCHE) for its program at Hunan University of Commerce (HUC). The Commission accepted the request in May 2019 and has requested a site visit to occur no later than six months after the commencement of instruction at HUC.

The Strategic Directions in Distance Education Workgroup (DESD) was appointed by the Provost in summer 2019 as an action item based on the end of year recommendations of the Distance Education Advisory Group, a standing faculty senate advisory committee. The DESD is a multidisciplinary team of leadership, faculty, and staff charged with developing a strategic directions plan for the purpose of improving and expanding distance education at FSU.

According to the National Survey of Student Engagement (NSSE) special undergraduate opportunities have been designated High-Impact Practices (HIPs) due to their positive associations with student learning and retention. The results of the 2019 NSSE survey showed that 64% of first-year FSU students and 95% of seniors identified that they have participated in one or more of the following HIPs while at Frostburg: service-learning, learning community, research with faculty, internship, study abroad, and culminating senior experience.

Campus Response to Questions Raised by the Commission

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Frostburg State University has established several targeted interventions to address gaps in attainment and create more equitable and inclusive pathways for students to achieve their educational goals. Two prominent examples are the Achieve Initiative and the Excellence in Academic Advising (EAA) comprehensive strategic planning process.

The university's Achieve Initiative focuses on a target population of entering students who score a 0 on their mathematics entrance examination and are subsequently required to take a developmental mathematics course. Beginning in the fall of 2019, 49 first-year students elected to enroll in designated pilot sections of Elements of Applied Probability and Statistics, a course that meets FSU's General Education Program mathematics requirement. These students participated in seminars and other activities focusing on just-in-time remediation, reinforcement of course content, and reflection on mindset and metacognition to help them earn college credit for mathematics during their first semester.

Frostburg's Strategic Planning Action Items include "support(ing) student success through comprehensive academic and career services that focus on the needs of students from admission through their years as alumni." An important part of achieving this goal is the Excellence in Academic Advising (EAA) comprehensive strategic planning process.

In the spring of 2019, an Excellence in Academic Advising (EAA) taskforce of almost 100 faculty and staff members drafted an Advising Mission Statement and Goals and completed an analysis of institutional data and evidence. The taskforce also gathered for a day-and-a-half retreat in August 2019, led by an EAA Fellow to synthesize cross-conditional findings and begin drafting recommendation for an action plan to be implemented during the academic year. Co-sponsored by the National Academic Advising Association (NACADA) and the Gardner Institute, the EAA project will establish standards over the next five years for the institution to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success, and completion.

USM - Frostburg State University

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

Obj. 1.1 Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 150 in 2014 to 170 in 2019.

Obj. 1.2 Increase the number of teacher education graduates above the 2014 level of 129 by 2019.

Obj. 1.3 Increase the number of baccalaureate-level nursing graduates from 51 in 2014 to above 105 by 2019.

Obj. 1.4 Through 2019 maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2014 level of 6,769.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of undergraduates enrolled in STEM programs	913	949	925	804	759	770	780
Number of graduates of STEM programs (annually)	140	128	150	169	169	170	175
Number of undergraduates and Master of Arts (MAT) post-bachelor's enrolled in teacher education	423	414	322	274	265	280	300
Number of undergraduates and MAT post-bachelor's completing teacher training	126	113	95	96	105	110	115
Pass rates for undergraduates and MAT post-bachelor's on Praxis II exam	97%	98%	96%	98%	98%	98%	99%
Number of undergraduates enrolled in Nursing (RN to BSN) program	375	457	445	468	483	485	490
Number of graduates of the Nursing (RN to BSN) program	97	139	155	147	160	150	145
Number of Nursing (RN to BSN) program graduates employed in Maryland	76	97	124	127	136	126	123
Number of annual off-campus course enrollments	7,830	8,268	8,419	8,562	10,157	10,160	10,165

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Goal 2. **Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.**

Obj. 2.1 Increase the second-year retention rate of all undergraduates from 77 percent in 2014 to 78 percent in 2019 and the six-year graduation rate from 56.0 percent in 2014 to 61.7 percent in 2019.

Obj. 2.2 By 2019, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2014 level of 27 percent.

Obj. 2.3 By 2019, sustain the percentage of minority undergraduates at a level equal to or greater than the 2014 level of 36.5 percent.

Obj. 2.4 Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2014 level of 80 percent.

Obj. 2.5 Attain and preserve a six-year graduation rate of African-American students at 54 percent through 2019.

Obj. 2.6 Increase the second-year retention rate of minority students from 78 percent in 2014 to 80 percent in 2019.

Obj. 2.7 Realize and maintain a six-year graduation rate for minority students of 52 percent through 2019.

Obj. 2.8 Maintain the approximate percentage of economically disadvantaged students at 60 percent through 2017.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Second-year retention rate at FSU all students	74.8%	76.8%	76.7%	73.7%	76.7%	77.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	55.6%	61.7%	55.2%	57.3%	58.1%	59.0%	60.0%
Percent African-American (Fall undergraduate in fiscal year)	29.0%	30.8%	31.4%	31.4%	31.2%	32.0%	33.0%
Percent minority (Fall undergraduate in fiscal year)	39.7%	42.0%	43.8%	43.7%	42.5%	43.0%	44.0%
Second year retention rate at FSU for African-American students	79.4%	83.2%	78.2%	71.3%	76.4%	77.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	50.3%	62.0%	48.8%	59.2%	55.6%	56.0%	57.0%
Second-year retention rate at FSU for minority students	77.8%	82.3%	76.8%	69.4%	73.9%	75.0%	76.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	50.1%	61.9%	51.3%	56.2%	55.7%	57.0%	58.0%
Percent of economically disadvantaged students	60.0%	60.7%	61.6%	61.9%	61.2%	62.0%	62.0%

Goal 3. **Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.**

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Obj. 3.1 Attain greater faculty diversity: women from 40 percent in 2014 to 42 percent in 2019; African-Americans from 3.6 percent in 2014 to 4.5 percent in 2019.

Obj. 3.2 Increase the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) from 9 in 2014 to 10 by 2019.

Obj. 3.3 By the 2017 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2014 level of 92 percent.

Obj. 3.4 By the 2017 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2014 level of 100 percent.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Faculty diversity: Women (full-time faculty)	41%	41%	42%	44%	42%	43%	44%
African-American (full-time faculty)	4.3%	4.8%	3.9%	4.0%	4.6%	4.9%	5.0%
Achievement of professional accreditation by program	9	9	10	10	11	11	11
Satisfaction with education for work (triennial survey)	N/A	N/A	91%	N/A	N/A	92%	N/A
Satisfaction with education for graduate or professional school (triennial survey)	N/A	N/A	100%	N/A	N/A	100%	N/A

Goal 4. Enhance facilities and the campus environment in order to support and reinforce student learning.

Obj. 4.1 Maintain effective use of resources through 2019 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of operating budget for reallocation to priorities.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of replacement cost expended in facility renewal	0.5%	1.2%	1.6%	2.3%	2.6%	2.6%	2.6%
Rate of operating budget reallocation	10.0%	3.0%	3.0%	3.0%	TBD	TBD	TBD

Goal 5. Promote economic development in Western Maryland and in the region.

Obj. 5.1 Increase the percentage of graduates employed one year out from 80 percent in survey year 2014 to 97 percent in survey year 2017.

Obj. 5.2 Prepare graduates to obtain higher initial median salaries from $35,700 in 2014 to $36,800 in 2017.

Obj. 5.3 Sustain or increase the number of economic development initiatives established in 2015 (11) through 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Headcount enrollment (Fall total in fiscal year)	5,645	5,756	5,676	5,396	5,294	5,351	5,451
Number of graduates with a bachelor's degree	1,028	963	1,061	1,026	1,077	1,080	1,085
Number of graduates working in Maryland (triennial survey)	N/A	N/A	467	N/A	N/A	500	N/A
Percent of graduates employed one year out (triennial survey)	N/A	N/A	96%	N/A	N/A	97%	N/A
Median salary of graduates (triennial survey)	N/A	N/A	$41,241	N/A	N/A	$42,500	N/A
Number of initiatives	11	11	10	8	7	10	10

Goal 6. Promote activities that demonstrate the University's educational distinction.

Obj. 6.1 Through 2019, continue participation in the system campaign goal.

Obj. 6.2 Increase student's involvement in community outreach from 4,121 in 2014 to 4,280 in 2019.

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Obj. 6.3 Increase the number of faculty awards from 20 in 2014 to 23 in 2019.

Obj. 6.4 Sustain the Regents' goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2019.

Obj. 6.5 Through fiscal year 2019 sustain the number of days spent in public service per FTE Faculty is at least 11 as recorded in fiscal year 2015.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Funds raised in annual giving ($ millions)	$2.2	$2.1	$3.1	$3.2	$3.6	$3.4	$3.7
Number of students involved in community outreach	4,260	4,566	4,610	3,801	4,506	4,550	4,600
Number faculty awards	14	17	14	19	19	20	20
Course units taught by FTE core faculty	7.5	7.3	7.3	7.3	7.1	7.6	7.6
Days of public service per FTE faculty	11.0	9.6	9.0	8.1	10.2	11.0	11.0

SALISBURY UNIVERSITY

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, heath sciences, social work and education and applied master's and doctoral programs. We empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.

INSTITUTIONAL ASSESSMENT

Overview

During 2018-19, Salisbury University (SU) achieved many significant accomplishments. Perhaps the most noteworthy change was the welcoming of SU's ninth President, Dr. Charles A. Wight, in July 2018. Dr. Wight's arrival comes shortly after the adoption of the Maryland Higher Education Commission's (MHEC's) *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. The University looks forward to the opportunity to assist the State in meeting its access, success and innovation goals. SU's *2014-2018 Strategic Plan* includes goals that complement the key goals and objectives identified in the *Managing for Results* (MFR) document and the three goals for postsecondary education identified in the 2017-2021 State plan. To determine how effectively SU is progressing towards meeting the 2018 MFR key goals and objectives, data relevant to each objective will be described in subsequent sections of this report. Below, SU's strategic plan goals are linked to the State plan goals.

One significant endeavor the University embarked on during 2018-19 was a campus-wide strategic planning process. During fall 2018, each of the University governance groups participated in meetings where they discussed the latest higher education trends and identified the strengths, weaknesses, opportunities, and threats (SWOT) facing SU in the coming years. Information collected during these SWOT analyses provided the topics discussed by 23 focus groups during spring 2019. A draft of the *2020-2025 Strategic Plan* has been completed and will be reviewed by campus during fall 2019. The University anticipates adopting its next strategic plan in 2020.

2017-2021 State Plan for Postsecondary Education	*SU Strategic Plan: 2014-2018*
Goal 1: Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	Goal 1:Educate students for success in academics, career, and life
	Goal 3: Foster a sense of community on campus and at the local, national, and international level
Goal 2: Success: Promote and implement practices and policies that will ensure student success.	Goal 1:Educate students for success in academics, career, and life
	Goal 4: Provide appropriate programs, spaces, and resources for all members of the campus community

Goal 3: Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	Goal 2: Embrace innovation to enhance the Salisbury University experience
	Goal 3: Foster a sense of community on campus and at the local, national, and international level
	Goal 4: Provide appropriate programs, spaces, and resources for all members of the campus community

Access

2017-2021 Maryland State Plan for Postsecondary Education Goal:
Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

PAR/MFR Objectives: 1.1-1.4; 3.1-3.3; Additional Indicators 1- 2
SU's commitment to provide an exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy is a major goal in the University's Strategic Plan. For the MFR, access to an affordable and quality education are evaluated using several of the MFR objectives, including:

- diversity of the student body (Objectives 3.1-3.3)
- pass rates on national licensure and certification exams (Objectives 1.1 & 1.2),
- self-reports of student satisfaction with the quality of education and preparation they received (Objectives 1.3 & 1.4),
- salaries of recent graduates (Additional Indicators 1 & 2)

Diversity
MFR Objectives: 3.1- 3.3
The changing demographics in the State and Nation are also reflected in SU's increasingly diverse population of students. The University accepted 62% of its first-time degree-seeking applicants and enrolled a first-time student cohort of 1,289 students in fall 2018. Just over 25% of first-time students were from ethnically diverse backgrounds. SU enrolled a total of 7,650 undergraduate students; just under 90% of SU's student population is at the undergraduate level. As recommended in the *2017-2021 Maryland State Plan for Postsecondary Education*, graduate student representation on campus grew 44% over the past five years. Approximately, 917 graduate students were enrolled in fall 2018.

While continuing to increase accessibility, SU values both affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic credentials of the first-year class, admission, retention, and graduation rates, etc.). During fall 2018, enrollment of economically disadvantaged students decreased slightly from 54.4% to 52.1% (Objective 3.3). The changing demographics of high school graduates across both the State and Nation make it increasingly important to provide affordable access for all students.

The University has increasingly emphasized its desire to maintain a diverse campus—which is readily affirmed in the University's trends and benchmarks. Fall 2018 marked the most

ethnically diverse student population in SU's history (Objectives 3.1 and 3.2). During fall 2018, SU increased its enrollment of minority undergraduate students for the thirteenth consecutive year. African American students made up 14.4% of SU's undergraduate students (Objective 3.1). Similarly, 26.3% of SU's fall 2018 undergraduate enrollment was composed of minority students (Objective 3.2). Despite a slight decrease in undergraduate enrollment since 2014 (4.3%) undergraduate minority student enrollment has increased more than 5% (from 1,861 in fall 2014 to 1,951 in fall 2018).

Licensure
MFR Objectives: 1.1 & 1.2
MFR Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured by examining the pass rates for the nursing licensure exam (NCLEX) and the teaching licensure exam (PRAXIS). At 99%, SU remains well above the average Maryland NCLEX pass rate (88%) for BSN programs (Objective 1.1). In fact, SU has the highest NCLEX pass rate in the State of all BSN programs. The Nursing Department continues its concentrated efforts (e.g., tutoring, NCLEX review course, etc.) to increase its pass rates and maintain an academically rigorous curriculum.

During the 2008-09, the Professional Education Unit of the Seidel School of Education implemented a new graduation requirement for students seeking their degree in a Professional Education area. Beginning with students graduating from the Professional Education program in spring 2010 and after, students were required to pass the PRAXIS II in order to graduate with recommendation for certification. In spring 2019, this program requirement was modified such that all students in the program must take the PRAXIS II in order to graduate. The current pass rate is 99% (Objective 1.2).

Alumni Satisfaction and Salary
MFR Objectives: 1.3 & 1.4
One measure of success used by SU is alumni satisfaction and earning potential. Data are collected on a triennial basis using an alumni survey to address Objectives 1.3 and 1.4 and Additional Indicators 1 and 2. The most recent survey results are based on students that graduated in August/December 2015 and January/May 2016. It should be noted that the response rate for the alumni survey was 19.5%. Results revealed that 99% and 94% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively.

When examining the median salary of recent graduates, alums saw a 10% increase in salary when compared to 2015-16 graduates. Recent graduates earned a median salary of $41,227 (Additional Indicator 1) which represents the 79th percentile of the median salary for workers 25 years old and over with a bachelor's degree (Additional Indicator 2).

Accreditations
An additional indicator of the quality and effectiveness of SU is its ability to achieve and maintain national accreditations. Several academic programs and administrative offices are accredited:

- Salisbury University is accredited by the Middle States Commission on Higher Education (**MSCHE**);
- Teacher Education programs- accredited by the National Council for Accreditation of Teacher Education (**NCATE**) and MD Education Department;
- Social Work program- accredited by the Council on Social Work Education (**CSWE**);
- Music program- accredited by the National Association of Schools of Music (**NASM**);
- Franklin P. Perdue School of Business- accredited by the Association to Advance Collegiate Schools of Business (**AACSB**);
- Exercise Science- accredited by the Commission on Accreditation of Allied Health Education Programs (**CAAHEP**);
- Medical Laboratory Science- accredited with the National Accrediting Agency for Clinical Laboratory Sciences (**NAACLS**);
- Nursing programs-accredited by the Commission on Collegiate Nursing Education (**CCNE**);
- Programs in the Department of Chemistry- approved by the American Chemical Society Committee on Professional Training (**ACS-CPT**);
- Athletic Training- accredited by the Commission on Accreditation of Athletic Training Education (**CAATE**);
- Respiratory Therapy program- accredited by the Commission on Accreditation for Respiratory Care (**CoARC**);
- Applied Health Physiology program – accredited by the Committee on Accreditation for the Exercise Sciences (**CoAES**) through **CAAHEP**;
- Student Health Services- accredited by the Accreditation Association for Ambulatory Health Care (**AAAHC**);
- Student Counseling Services- accredited by the International Association of Counseling Services (**IACS**); and
- University Police- accredited by the Commission on Accreditation for Law Enforcement Agencies, Inc. (**CALEA**).

Rankings

In addition, this has been a year in which SU has garnered much national recognition of its reputation as an exceptional comprehensive University.

- For the 2nd consecutive year, SU was highlighted by the *Chronicle of Higher Education* as one of the nation's top producers of Fulbright students for 2018-19.
- In 2019, the *Chronicle of Higher Education* recognized SU as one of the best four-year public institutions at enrolling and graduating women in computer science. Among public institutions, SU was ranked first.
- *U.S. News & World Report's Best Colleges for 2019-2020* selected SU as a best regional university among public and private institutions in the North. This is the 22nd consecutive year SU received this honor. SU was also included on lists for the Top Public Schools, Best Values Schools, Best Colleges for Veterans and A-plus Schools for B Students.
- For the 20th consecutive year, SU was designated by *The Princeton Review* as one of the nation's best institutions in *The Best 384 Colleges* and *The Best Northeastern Colleges for 2018-19.*
- For the 9th consecutive year, *Kiplinger's Personal Finance* magazine named SU as one of the Top "100 Best Values in Public Colleges."
- *Washington Monthly* magazine named SU as one of "America's Best Bang-for-the-Buck

Colleges" in 2018 for the 6th consecutive year.

- *The Princeton Review* in partnership with the *U.S. Green Building Council* named SU as one of the top 399 Green Colleges for the 9th consecutive year.
- *Forbes* magazine named SU one of Americas Top Colleges for 2018, for the 5th consecutive year. *Forbes* also lists Salisbury University as one of America's Best Value Colleges.
- SU was identified by *Money* magazine's as one of The Best Colleges for Your Money for 2018, for the 5th consecutive year.

Success
2017-2021 Maryland State Plan for Postsecondary Education Goal:
Success: Promote and implement practices and policies that will ensure student success.

PAR/MFR Objectives: 4.1-4.6
Retention and Graduation
At 84.2%, the second-year retention rate for the 2017 entering cohort of first-year students (Objective 4.1) decreased slightly from the previous cohort (84.9%). The 2017 cohort included students that started at SU in fall 2017 and returned to SU or transferred to another Maryland school for the fall 2018 semester. SU's second-year retention rate is the highest among the USM Master's colleges and universities.

Objectives 4.2 and 4.3 provide additional information regarding second-year retention rates with a special focus on African American and all minority students. SU increased its second-year retention rate of 84.4% for African American students over last year (83.8%). The second-year retention rate of minority students increased by 0.7 percentage points this year to a rate of 83.7%.

Currently, SU's overall six-year graduation rate is 72.0% (Objective 4.4). SU's six-year graduation rate is the highest among the USM Master's colleges and universities and is 0.5 percentage points above the USM average. The six-year graduation rate for African American students decreased this year to a rate of 66.4% (Objective 4.5). SU has the highest African American student six-year graduation rate among the USM Master's colleges and universities. In fact, SU's rate is 11.2 percentage points higher than the USM average. The six-year graduation rate for minority students at SU are the highest among the USM Master's colleges and universities and 1 percentage point above the USM average. But, SU's minority student six-year graduation rates decreased this year, to 65.6% (Objective 4.6).

To improve graduation and retention rates, the campus continually evaluates the success of initiatives designed to improve student outcomes. In 2016, SU began utilizing, the Education Advisory Board's (EAB) Student Success Collaborative (SSC). The SSC provides an early warning system for students to assist in course selection, selection of a major and early indicators of academic success. Additionally, SU has enhanced its advising system by utilizing not only the SSC but by implementing a new Academic Advising Center. The Academic Advising Center employs professional academic advisors to assist students in achieving their academic goals. Each first-year student is assigned an academic advisor to assist them with understanding degree requirements, planning coursework and developing an understanding of opportunities available across the university. Once students transition to their sophomore year, they are assigned a faculty member within their discipline as their academic advisor.

Innovation
2017-2021 Maryland State Plan for Postsecondary Education Goal:
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

PAR/MFR Objectives:2.1-2.5; Additional Indicators 3-7
SU states in Goal 1 of the *2014-2018 Strategic Plan* that the University's primary mission is to "educate our students for success in the classrooms, careers, and life." SU measures its impact on economic growth by successfully producing graduates with the skills necessary to compete in high-demand occupations. To determine our success, the University triennially tracks the percentage of graduates employed one year after graduation.

Nursing
Data for this year indicates that applications and enrollment into the program have remained relatively stable (Additional Indicators 3-6). The number of undergraduate and graduate nursing majors enrolled for fall 2018 were down slightly this year. However, a robust number of SU undergraduate students are still pursue nursing with 542 undergraduate majors in fall 2018. An additional 39 students were pursuing a graduate nursing degree during the same time period. The number of nursing baccalaureate and graduate degree recipients decreased by a mere three degrees to 96 (Objective 2.5).

Teacher Education
The overall number of teacher education enrollments increased by 59 students to a total of 1,190 this year. The number of teacher education graduates from SU (Objective 2.3) decreased this year to 254. This is not surprising given the six consecutive years of enrollment declines. To assist with the continued recruitment of teacher education majors, SU has dedicated resources to establish a Holmes Scholar program designed to recruit underrepresented populations in education careers. Additionally, SU participates in the Teacher Academies of Maryland (TAM) program by providing $500/semester scholarships to TAM graduates when they attend SU. Finally, admissions has partnered with SU's Seidel School of Education to recruit high promise education majors into a new mentorship program, the Higher Opportunities and Possibilities in Education Program (HOPE). HOPE allows aspiring teachers to be considered for admission based on alternative evidence of their commitment to the field of education, including completion of a TAM program or recommendations of their school administration. These students are mentored by staff and faculty from SU's Seidel School of Education and upper-class education students. They may also live in one of three education-focused living learning communities.

STEM
In 2017-18, SU graduated 326 STEM majors, a 3% increase from 316 graduates last year (Objective 2.4). STEM enrollments at SU increased in fall 2018. SU anticipates continued growth in STEM majors. In addition to several other scholarships used to attract students, the Henson School Science and Technology offers 16 renewable $5,000 merit scholarships for entering first year STEM students. A new high-performance computer lab opened last spring which supports students in several STEM majors.

<u>Employment</u>
As mentioned previously, alumni data are collected by the University every three years. Based on responses from graduates in 2015-16, 94.2% of those responding to an alumni survey were employed one year after graduation (Objective 2.2), with 66% employed in Maryland (Objective 2.1). Additionally, SU estimates that of the 90 Bachelor of Science in nursing graduates in 2015-16, approximately 75 are working in Maryland (Additional Indicator 7). SU provides a quality education, making SU graduates readily employable and prepared to be successful in their future careers and life while addressing the workforce needs of the state.

RESPONSES TO THE QUESTIONS RAISED BY THE COMMISSION

For the 2018 MFR reporting cycle, SU was required to provide a response to the following Commission comment.

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Salisbury University's Response:

We believe that a diverse and inclusive campus community brings irreplaceable value to SU's educational experience and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

National trends suggest that over the next decade, high school graduates will be much more diverse in terms of their race, ethnicity and college preparation. The University will prepare for this trend by developing and implementing targeted strategies to meet the needs of college-bound students and those seeking graduate, professional and continuing education. Our aim, therefore, is continued mentoring and advising in response to the needs and talents of our students. As

demonstrated through Objectives 4.1-4.3, SU has been and will continue to be committed to closing the achievement gap. Currently, African American students at SU have second-year retention rates above those demonstrated by our overall incoming student cohort, 84.4% vs 84.2%. Similarly, minority students have similar second-year retention rates, 83.7%, to the overall cohort. We believe we have been able to succeed in closing the achievement gap, in part, due to the ongoing financial support we receive through a U.S. Department of Education TRiO grant and the continued mentorship of our minority students through our Powerful Connections program.

The TRiO ACHiEVE Student Support Services grant has allowed SU to develop programs that specifically target first-generation students with financial need and students with disabilities. Through SU's TRiO ACHiEVE program, eligible students participate in academic coaching, receive financial literacy training, acquire learning and study strategies, and engage in a peer mentoring relationship. For the 2017-18 participants, 93% persisted at SU into their next academic terms. Additionally, 93% of participants completed the academic year in good academic standing.

Another targeted intervention for students from racial and ethnically diverse groups is the Powerful Connections programming. Through the Powerful Connections programs, students are assigned a peer mentor, provided with access to the various services offered through the Office of Multicultural Student Services, and provided with a pre-orientation to the academic expectations and social responsibilities associated with being an SU student. For more than 18 years, the Powerful Connections program has assisted racially and ethnically diverse students in feeling engaged with the campus community and achieving academic success at SU. Minority students who receive mentorship through the Powerful Connections program are retained at higher rates than other minority groups, 81.8% vs 79.7% (five-year average). When first-year grades are compared, Powerful Connections students are comparable to the overall minority cohort of first-time students (2.69 vs. 2.71, five-year average). Over the last five years, approximately 325 first-time students have received peer mentorship through the Powerful Connections program.

MISSION

Salisbury University (SU) is a premier comprehensive Maryland public university, with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education, social work, and applied master's and doctoral programs. Our highest purpose is to empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life long learning in a democratic society and interdependent world.

VISION

Salisbury University, a Maryland university of national distinction, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Obj. 1.1 Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 89 percent in fiscal year (FY) 2014 to a rate of 95 percent in FY 2019.

Obj. 1.2 Maintain the percentage of teacher education graduates who pass the teacher licensure exam at the FY 2014 rate of 100 percent into FY 2019.

Obj. 1.3 Increase the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school from 97 percent in Survey Year (SY) 2014 to 98 percent in SY 2017.

Obj. 1.4 Increase the percentage of SU graduates who are satisfied with their level of preparation for employment from 95 percent in SY 2014 to 98 percent in SY 2017.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	89%	90%	93%	91%	99%	99%	99%
Teaching (Praxis II) pass rate	97%	100%	100%	100%	99%	100%	100%
Satisfaction with preparation for graduate school (triennial measure)	N/A	N/A	99%	N/A	N/A	99%	N/A
Satisfaction with preparation for employment (triennial measure)	N/A	N/A	94%	N/A	N/A	95%	N/A

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Obj. 2.1 Increase the estimated percentage of graduates employed in Maryland from 77.1 percent in SY 2014 to 78 percent in SY 2017.

Obj. 2.2 Maintain the percentage of graduates employed one-year after graduation at the SY 2014 rate of 100 percent into SY 2017.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of bachelor's degree graduates employed in Maryland one year after graduation (triennial)	N/A	N/A	65.5%	N/A	N/A	67.0%	N/A
Percentage of bachelor's degree graduates employed one year after graduation (triennial)	N/A	N/A	94.2%	N/A	N/A	95.0%	N/A

Obj. 2.3 Increase the number of teacher education graduates from 332 in FY 2014 to 350 in FY 2019.

Obj. 2.4 The number of graduates in science, technology, engineering and math (STEM) related fields will increase from 287 in FY 2014 to 341 in FY 2019.

Obj. 2.5 Maintain the number of nursing degree recipients at the FY 2014 of 110 into FY 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of teacher education enrollments	1,253	1,229	1,163	1,131	1,190	1,205	1,247
Number of teacher education graduates	338	282	290	302	254	256	259
Number of STEM enrollments	1,418	1,393	1,455	1,418	1,453	1,473	1,502
Number of STEM graduates	295	346	312	316	326	326	332
Number of undergraduate nursing majors	601	538	547	563	542	552	562
Number of baccalaureate degree recipients in nursing	86	94	90	97	87	89	97
Number of graduate nursing majors	33	29	34	42	39	38	40
Number of graduate degree recipients in nursing	6	14	3	2	9	6	11
Total number of nursing degree recipients	92	108	93	99	96	95	108

Goal 3. **The University will foster inclusiveness as well as cultural and intellectual pluralism.**

    Obj. 3.1 Increase the percentage of African-American undergraduates from 12.0 percent in FY 2014 to 14.6 percent in FY 2019.

    Obj. 3.2 Increase the percentage of minority undergraduates from 23.2 percent in FY 2014 to 26.8 percent in FY 2019.

    Obj. 3.3 Increase the percentage of economically disadvantaged students attending SU from 52.6 percent in FY 2014 to 55.1 percent in FY 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of African-American undergraduates	12.9%	13.9%	14.3%	14.5%	14.4%	14.7%	14.8%
Percentage of minority undergraduates	24.1%	25.6%	26.0%	26.2%	26.3%	26.6%	26.8%
Percentage of economically disadvantaged students	53.4%	53.4%	53.3%	54.4%	52.1%	53.7%	53.8%

Goal 4. **Improve retention and graduation rates while advancing a student-centered environment.**

    Obj. 4.1 The second-year retention rates of SU first-time, full-time freshmen will increase from 82.5 percent in FY 2014 to 86.3 percent in FY 2019.

    Obj. 4.2 The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 85.0 percent in FY 2014 to 89.0 percent in FY 2019.

    Obj. 4.3 The second-year retention rates of SU first-time, full-time minority freshmen will increase from 81.1 percent in FY 2014 to 86.1 percent in FY 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	84.9%	84.0%	84.7%	84.9%	84.2%	84.6%	84.8%
African-American students	89.0%	81.4%	83.8%	83.8%	84.4%	84.6%	84.8%
Minority students	85.5%	80.1%	84.0%	83.0%	83.7%	84.0%	84.2%

Obj. 4.4 The six-year graduation rates of SU first-time, full-time freshmen will increase from 73.2 percent in FY 2014 to 75.0 percent in FY 2019.

Obj. 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 62.0 percent in FY 2014 to 68.1 percent in FY 2019.

Obj. 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 59.5 percent in FY 2014 to 69.3 percent in FY 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	73.0%	75.1%	74.6%	76.6%	72.0%	73.0%	74.0%
African-American students	66.1%	71.2%	70.5%	74.7%	66.4%	68.0%	69.0%
Minority students	68.4%	70.6%	68.9%	73.5%	65.6%	67.2%	68.2%

ADDITIONAL MEASURES

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Median salary of SU graduates (one year after graduation) (triennial)	N/A	N/A	$41,227	N/A	N/A	$43,750	N/A
Ratio of median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce with a bachelor's degree (triennial)	N/A	N/A	79%	N/A	N/A	80%	N/A
Estimated number of nursing graduates employed in Maryland as nurses (triennial)	N/A	N/A	75	N/A	N/A	70	N/A
Number of applicants to the professional nursing program	200	177	177	171	190	150	195
Applicants accepted into the professional nursing program	96	103	103	98	99	107	97
Applicants not accepted into the professional nursing program	104	74	74	73	91	43	98
Number of applicants enrolled in the professional nursing program	95	94	94	97	97	97	97

Towson University
2019 Institutional Performance Accountability Report

Mission

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

Institutional Assessment

The TU 2020 strategic plan integrates, and expands on, TU's earlier TU 2010 and TU 2016 strategic plans. TU 2020 focuses on academic quality, diversity and inclusion, student success, STEM and other critical state workforce needs, and other areas that mirror and contribute to the goals of both the 2017-2021 Maryland State Plan for Postsecondary Education and to the 2010 strategic plan of the University System of Maryland. Institutional performance under key elements of the plan is designed to be measured through the goals and objectives included in TU's Performance Accountability Report (PAR) / Managing for Results (MFR) Report.

After a listening tour, focus groups and extensive fact-finding, President Kim Schatzel outlined her eight Presidential Priorities for building an even stronger foundation for Towson University. The priorities include (1) TU Matters to Maryland, (2) BTU: Partnerships at Work for Greater Baltimore, (3) Lifelong Career Center, (4) Diverse and Inclusive Campus, (5) Culture of Philanthropy, (6) World-Class Faculty Development Center, (7) Strategic Plan Alignment, and (8) TIGER Way - Transfer, International, Graduate Enrollment Resource Initiative.

The following document reviews progress on the goals and objectives contained in TU's PAR/MFR report. We have included a crosswalk under each of the goal statements to further demonstrate connections between the goals and objectives of TU's PAR/MFR, TU 2020, the 2017-2021 Maryland State Plan for Postsecondary Education, and TU's Presidential Priorities.

Performance Accountability/Managing for Results Goal 1: Create and Maintain a Well-Educated Workforce. (Access, Success, and Innovation Goals of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020; TU Presidential Priorities 1, 2, 3, & 8)
TU's focus in Goal 1 of its combined Performance Accountability / Managing for Results report is helping Maryland "create and maintain a well-educated workforce." As the third largest public university in the state (second largest excluding the largely online UMUC), the largest comprehensive institution in the USM, the largest producer of K-12 teachers in Maryland, and one of the state's chief sources of nurses and allied health professionals, TU contributes by:
1) generating substantial numbers of bachelor's degrees to help reach the goal of 55% of Marylanders having a higher education degree by 2025
2) producing graduates with teaching credentials, particularly in STEM, and growing enrollments and increasing graduates in STEM areas to address Maryland's significant education and technology workforce needs

3) producing highly-skilled, well-trained nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents
4) delivering a high quality education to TU students entering Maryland's workforce

Overall Student Enrollment & Degrees Awarded.

TU's fall 2019 total headcount enrollment of 22,709 was its second largest ever, up by 2% from five years earlier and approximately 1% lower than fall 2018, the university's largest headcount. Undergraduate headcount enrollment increased by about 4% from five years earlier and was approximately 1% lower in fall 2019 (19,619) compared to fall 2018 (19,818). Graduate headcount in fall 2019 was 3,090, essentially unchanged from fall 2018 (3,105). Total student FTE in fall 2019 decreased, by less than 1%, to 19,382 from 19,532 in fall 2018. Total student credit hours generated in fall 2019 decreased to 285,584 from 287,905 in fall 2018.

TU awarded 5,529 degrees in 2018-2019, third most in TU history and a 2% increase from five years earlier. TU conferred 4,619 bachelor's degrees in 2018-2019, which is an 8% increase from the 4,291 conferred in 2013-2014. The number of graduate degrees conferred in 2018-2019 (910) was down by 224 from five years earlier (1,134 conferred in 2013-2014).

Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.

TU continues to develop a robust pipeline of well-prepared educators to meet Maryland's needs for teachers. While enrollments have dipped from their recent high levels, TU's teacher preparation/training programs remain strong and effective.

Enrollment in undergraduate teacher preparation/training programs at TU declined from 1,189 in fall 2018 to 1,117 in fall 2019. This represents the sixth consecutive year of declining enrollments, which are down by 40% from the recent high of 1,866 students in fall 2013. However, there are indications that enrollments may have begun to stabilize. The share of incoming undergraduate students who chose to major/pre-major in education has remained relatively stable, with approximately 6% - 7% of incoming students choosing these majors for each of the five most recent fall semesters.

Keeping with the trend of declining enrollments in teacher preparation programs, the number of teacher-preparation completers decreased somewhat, from 537 in 2017-2018 to 521 in 2018-2019. Elementary education saw the largest decline, and modest gains were seen in some areas such as health education, art education, music education, and physical education.

Pass rates for the PRAXIS II remained high, with a 98% passing rate for both post-baccalaureate students and undergraduate students. The combined rate has held steady at 98% for four consecutive years.

Specific efforts in TU's College of Education have helped TU's teacher preparation programs maintain enrollment given continuing state and national declines in enrollments. Notable efforts include using enhancement funds to offer a new scholarship, the Dean's Education scholarship, aimed at recruiting transfer and MAT candidates in critical shortage areas and continuing work by the recruitment team, as well as targeted recruitment efforts in surrounding counties.

Teacher Training Enrollment & Degrees Awarded with STEM Teaching Credentials.
Undergraduate student headcount enrollments in TU's STEM education programs remain strong, at 70 in fall 2019, down somewhat from fall 2018 (76). TU conferred 28 bachelor's degrees in STEM education programs in 2018-2019 compared to 30 in 2017-2018.

Graduate student headcount enrollments in TU's STEM education programs in fall 2019 increased to 67 (from 57 in fall 2018). Graduate degrees in TU's STEM education programs increased to 25 awards in 2018-2019 compared with 19 awards in 2017-2018.

Enrollment & Degrees Awarded in STEM.
TU's enrollment and degree production in STEM disciplines remain strong. TU's total number of undergraduate STEM majors was the highest in its history, at 4,015 in fall 2019, an increase from 3,955 in fall 2018. The fall 2019 enrollment is an increase of 29% from fall 2014, and continues to help the state address STEM workforce preparation (i.e., production of STEM workers in fields other than education). During the same period, the number of graduate STEM majors decreased somewhat at 730 in fall 2019 compared to 786 in fall 2018.

TU awarded 993 STEM degrees and certificates in 2018-2019, higher than the prior year's total of 926. The 2018-2019 total represents a 15% increase from five years earlier, with 864 degrees and certificates awarded in 2013-2014. Total STEM bachelor's degrees awarded in 2018-2019 was 758, an increase from 669 in 2017-2018, and an increase of 42% from 2013-2014. The largest undergraduate degree growth was seen in Computer Science (increased by 105%) and Information Technology (increased by 96%) from five years earlier. The total STEM graduate degrees and certificates awarded in 2018-2019 were 235, down by 9% from the 257 degrees and certificates conferred in 2017-2018.

Construction is on schedule for TU's new Science Complex to replace the aging Smith Hall, which went online when Towson University enrolled only 3,537 students. With an anticipated opening in fall 2020, the new Science Complex will greatly expand and improve the physical spaces for student learning. Highlights of the new building include:
- 50 teaching laboratories
- 30 research laboratories
- 50 classrooms
- 10 collaborative student spaces
- 8 lecture halls
- 1 outdoor classroom leading into the Glen Arboretum
- Rain garden, planetarium, observatory, rooftop greenhouse, museum and vivarium.

TU has also secured numerous grants that support student enrollment, inclusiveness, and success in STEM disciplines. Some examples include:
- National Science Foundation grant – "CyberCorps: Scholarship for Service at Towson University" ($3,972,413 from 7/15/2017 through 6/30/2022)
- Howard Hughes Medical Institute Inclusive Excellence grant – "TU-REP: Our Path to Inclusive Excellence" ($1,000,000 from 9/1/2017 through 8/31/2022)

- National Institutes of Health Bridges to the Baccalaureate grant – "Facilitating seamless transitions from community college to TU" ($509,748 from 9/1/2018 through 5/31/2020)
- National Security Agency grant – "Cybersecurity Scholarships at Towson University" ($74,558 from 8/30/2019 to 11/30/2020)

Enrollment & Degrees Awarded in Nursing.
Enrollments and degrees awarded in nursing at TU remain strong, increasing to 796 students in fall 2019, up from 779 in fall 2018. Undergraduate nursing enrollment has generally been increasing, rising by over 56% from 509 students in fall 2014 to 796 students in fall 2019. Graduate student enrollment in nursing remained relatively small, at 16 students in fall 2019, compared with 19 students in fall 2018.

TU awarded 279 nursing degrees in 2018-2019 (271 bachelor's; 8 master's) compared to 288 (271 bachelor's; 17 master's) in 2017-2018, continuing an upwards trend. Meanwhile, the number of graduate nursing degrees awarded has shown a downward trajectory from a recent high of 28 in 2013-2014 to a low of eight in 2018-2019. Passing rates for the nursing licensure exam, the NCLEX-RN, were 90% for students who took the exam in 2017-2018.

Satisfaction with a TU Education.
The overwhelming majority of TU degree recipients continue to report satisfaction with their TU education. Specifically, 90% of respondents to TU's fall 2018 Survey of Graduating Students indicated that the quality of their TU education was excellent or good. Less than 1% responded that the quality of their education was poor. Additionally, 82% of respondents indicated that they would choose to enroll at TU again, if they could choose to start over. Only 3% responded that they would definitely not choose TU again.

Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities A, C, D and E of TU 2020; TU Presidential Priorities 1, 2, & 3)
TU's commitment to economic development is exemplified by TU's second highest headcount enrollment (22,709) in fall 2019 and highest total bachelor's degrees awarded (4,619) in 2018-2019. The number of bachelor's degrees awarded increased by 8% from five years earlier and 37% from ten years earlier. TU awarded 910 graduate degrees (masters and doctoral) and an additional 183 graduate certificates in 2018-2019. TU's doctoral degree activity led to TU's recognition as a Doctoral/Professional University in the 2018 Carnegie Classification of Institutions of Higher Education. TU was previously classified as a Master's Larger Institution.

TU's increasing geographic pull also indicates the university's commitment to economic development. While the central region (Anne Arundel, Baltimore, Baltimore City, Carroll, Harford, and Howard) of Maryland remains the university's largest source of incoming undergraduate students, TU is seeing increasingly large numbers of students from Maryland's capital region (Frederick, Montgomery, and Prince George's counties). In fall 2019, 29% of TU's incoming first-time students and 24% of TU's incoming transfer students hailed from the capital region of MD.

TU's undergraduate alumni reported starting salaries ranging from the low to mid $40,000's on MHEC's 2017 Undergraduate Alumni Survey conducted on those undergraduates approximately one year after receiving their degree from TU. TU's undergraduate alumni continue to report a slowly increasing starting salary amount rising from $30,711 in 2000 to $42,539 in 2017. We anticipate an increase in this reported starting salary in future surveys as the economy continues to thrive and as TU awards more degrees in STEM and health professions disciplines.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), one of TU's Eight Presidential Priorities, that leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU has partnered with 540 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2019, TU faculty, staff, and students have 351 active engagements with BTU networking partners. Additionally, TU is Maryland's only four-year, public institution recognized with the Carnegie Foundation's Community Engagement Classification.

Performance Accountability/Managing for Results Goal 3: Increase Access for and Success of Minority, Disadvantaged Students (Access Goal of the Maryland State Plan; Institutional Priorities A & H of TU 2020; TU Presidential Priorities 1, 2, 4, & 8)
TU continues to grow its number of undergraduates from the aforementioned groups. Racial and ethnic minority students account for 45% of the total enrolled undergraduate body at TU in fall 2019, which is an increase of 14% over five years. Similarly, the percent and/or number of TU's entire undergraduate body who are African-American (24%) and/or low income (3,677) continues to grow. Enrollments of minority, African-American, and low-income students meet or exceed targets established by TU and USM.

Retention Rates of Ethnic Minority Undergraduates.
Increasing numbers of ethnic minority undergraduate students is a significant TU achievement. More important is how well TU's ethnic minority undergraduate students are retained, progress, and earn their degree from TU. TU continues to perform extremely well in all of these capacities by maintaining or exceeding a retention rate of 85% for ethnic minority undergraduate students (2017 to 2018 retention rate of 90%) and for African-American undergraduates (2017 to 2018 retention rate of 92%). The retention rates for minority and African-American undergraduates rank TU as second highest in the USM and well above the national and USM averages.

Graduation Rates of Ethnic Minority, First Generation, and/or Low Income Undergraduates.
Six-year graduation rates of TU's ethnic minority undergraduate students remain high, reaching 78% in 2018-2019 (fall 2012 cohort). The six-year graduation rates of TU's African-American undergraduates moved up to 79% in 2018-2019 (fall 2012 cohort), increasing by 15%, from the 64% graduation rate of the fall 2006 cohort.

The six-year graduation rate of TU's first-generation undergraduates was 70% in 2018-2019 (fall 2012 cohort), continuing a four-year trend of annual increases of approximately 1%. Similarly, six-year graduation rates of TU's low income undergraduates improved to 67% in 2018-2019 (fall 2012 cohort). Six-year graduation rates of TU's low income undergraduates have steadily risen from a low of 48% in 2011-2012 (fall 2005 cohort).

TU continues to expand on previously initiated programs including:
(a) Tracking at-risk students.
(b) Enhanced transfer student advising.
(c) Enhanced tutoring and study skills workshops.
(d) Increased resources for low-income and first-generation academic support programs
(e) Analytics software to facilitate student advising and course scheduling.

Performance Accountability/Managing for Results Goal 4: Achieve and Sustain National Eminence in Providing Quality Education, Research, and Public Service (Innovation Goal of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020; TU Presidential Priorities 1, 3, & 8)
TU's retention rate of 87% for first-time, full-time undergraduates who remained enrolled at TU or another Maryland, public four-year institution ranked second highest among USM institutions. TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 77% six-year graduation rate in 2018-2019 (fall 2012 cohort).

TU undergraduate students are being retained and progressing to graduation at high rates, and these students report consistently high levels of satisfaction with their TU educational experience. Specifically, almost 87% of full-time employed recent undergraduate alumni and over 95% of recent alumni currently enrolled in graduate school, reported satisfaction with the education received at TU. These have remained at these high levels for several years and speak to the quality of a TU education and the TU educational experience.

TU also continues to be recognized by numerous institutional rankings, including:
- *U.S. News & World Report's 2020 America's Best Colleges*. TU among the top 100 National Public Universities, Top Performers on Social Mobility, and among the top 100 most diverse National Universities.
- *Wall Street Journal/Times Higher Education's 2020 College Rankings*. TU scored highly in several areas such as student outcomes, student engagement, student recommendation, student interaction, student diversity, and faculty diversity.
- *Washington Monthly* ranked TU 58th in their 2019 National University Rankings. Rankings reflect which schools are contributing to the public good.
- *Forbes*. TU included in Best Value Colleges.
- *Money*. TU among the Best Colleges for Your Money.

Required Response to Commission Assessment
Commission Assessment
The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and

institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Towson University Response
The SAGE Community, established in 2014 as a partnership between the Center for Student Diversity and Housing & Residence Life, focuses on academic success, community building, professional development and expanding multicultural knowledge of first year students participating in the SAGE (Students Achieve Goals through Education) program. A strong network supports the SAGE Community residents with academic support, relationships with faculty, staff and peers, various campus services, and peer mentorship. Participants learn about diverse cultural groups, career strategies, and participate in networking opportunities. Community members participate in a five-day residential experience prior to fall move-in.

The SAGE Community recruits first-generation college students, who meet financial aid eligibility guidelines. Two-hundred (200) students enrolled in the first five cohorts of the SAGE Community. These students were mostly female (70%) and racial/ethnic minorities (97%). They generally came from lower-income families, with 73% of community residents receiving a Pell grant.

The Division of Student Affairs and their partners continually assess, adapt, and measure the efficacy of the SAGE community using a number of tools, which include.
- Retention and graduation rates – The one-year retention rate has averaged 93% for the first five cohorts (fall 2014 through fall 2018), which exceeds the TU average of 85%. The four-year graduation rate for the first two cohorts is 41%, which is about seven percentage points lower than the TU average. However, the five-year graduation rate of the first cohort is 74%, which exceeds the TU average.
- Grade point average analysis – Staff monitor the academic progress of SAGE Community students via their GPA. Specific outcome metrics are the percentage of students who maintain a cumulative GPA of 2.0, as well as the percentage who maintain a 3.0 GPA. At the end of their first year, approximately 85% of SAGE Community students maintained a 2.0 or better cumulative GPA, and approximately 50% had a cumulative GPA of at least 3.0.
- Demographic participation rates – The SAGE Community has been successful in enrolling underrepresented minority students. Thus far, 97% of students have been racial/ethnic minorities, with African-American/Black (68%) and Hispanic/Latinx (21%) students being the most represented. Student Affairs staff have noted that it is challenging to recruit male students to the SAGE Community, with only 30% of students being male, in comparison to approximately 40% of the TU undergraduate population.

MISSION

Towson University (TU), as the State's comprehensive Metropolitan University, offers a broad range of undergraduate and graduate programs in the liberal arts, sciences, arts and applied professional fields that are nationally recognized for quality and value. Towson emphasizes excellence in teaching, scholarship, research and community engagement responsive to the needs of the region and the State. In addition to educating students in the specialized knowledge of defined fields, Towson's academic programs develop students' capacities for effective communication, critical analysis, and flexible thought, and they cultivate an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership. Towson's core values reflect high standards of integrity, collaboration, and service, contributing to the sustainability and enrichment of the culture, society, economy, and environment of the State of Maryland and beyond.

VISION

With nearly 23,000 students, Towson University, a regionally and nationally ranked large comprehensive university, will continue to foster intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at both the undergraduate and graduate levels. Our graduates will leave Towson University with the vision, creativity and adaptability to craft innovative, evidence-based solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Create and maintain a well-educated work force.

Obj. 1.1 Increase the estimated number of TU graduates employed in Maryland to 3,400 or above by survey year 2017.

Obj. 1.2 Increase the number of TU students receiving degrees or certificates in teacher training programs to 725 by fiscal year 2019.

Obj. 1.3 Increase the number of TU students receiving degrees or certificates in STEM (science, technology, engineering, mathematics) programs to 918 by fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Total enrollment	22,285	22,284	22,343	22,705	22,923	22,709	23,246
Total degree recipients	5,544	5,432	5,584	5,543	5,529	5,580	5,580
Employment rate of graduates (triennial survey)	N/A	N/A	84%	N/A	N/A	1	N/A
Estimated number of graduates employed in Maryland (triennial survey)	N/A	N/A	3,413	N/A	N/A	3,500	N/A
Number of students in teacher training programs	1,760	1,479	1,382	1,228	1,189	1,117	1,235
Number of students receiving degrees or certificates in teacher training programs	611	600	620	537	521	560	529
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	99%	98%	98%	98%	98%	98%	98%
Number of undergraduate students enrolled in STEM programs	3,121	3,320	3,530	3,771	3,955	4,015	4,150
Number of graduate students enrolled in STEM programs	750	655	811	805	786	730	730
Number of students graduating from STEM programs	933	861	934	926	993	975	960

Obj. 1.4 Increase and maintain the estimated number of degrees awarded in nursing to 230 by fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of qualified applicants who applied to nursing programs	311	334	461	450	373	361	375
Number accepted into nursing programs	187	213	325	276	270	262	270
Number of undergraduates enrolled in nursing programs	509	575	730	789	779	796	760
Number of graduate students enrolled in nursing programs	65	57	43	32	19	16	30
Number of students graduating from nursing programs	225	262	291	288	279	330	330
Percent of nursing program graduates passing the licensing examination	89%	83%	87%	90%	TBA	90%	90%

Goal 2. Promote economic development.

Obj. 2.1 Increase and maintain the ratio of median TU graduates' salary to the median annual salary of civilian work force with a bachelor's degree to 80.0 percent or above by survey year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Median salary of TU graduates employed full-time (triennial survey)	N/A	N/A	$42,539	N/A	N/A	$45,250	N/A
Ratio of median salary of TU graduates to civilian work force with bachelor's degree (triennial survey)	N/A	N/A	80.6%	N/A	N/A	80.0%	N/A

Goal 3. **Increase access for and success of minority, disadvantaged and veteran students.**

Obj. 3.1 Increase and maintain the percent of minority undergraduate students to 33 percent or above by fiscal year 2019.

Obj. 3.2 Increase and maintain the percent of African-American undergraduate students to 18 percent or above by fiscal year 2019.

Obj. 3.3 Increase and maintain the ethnic minority undergraduate second-year retention rate to 85 percent or above by fiscal year 2019.

Obj. 3.4 Increase and maintain the African-American undergraduate second-year retention rate to 85 percent or above through fiscal year 2019.

Obj. 3.5 Increase and maintain the ethnic minority undergraduate graduation rate to 72 percent or above by fiscal year 2019.

Obj. 3.6 Increase and maintain the African-American undergraduate graduation rate to 72 percent or above by fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of minority undergraduate students enrolled	31.3%	33.9%	36.7%	39.5%	42.7%	45.4%	47.0%
Percent of African-American undergraduate students enrolled	16.1%	17.6%	19.0%	20.8%	22.8%	24.4%	25.0%
Second-year retention rate of minority students at TU (or another public university in Maryland)	89.3%	89.4%	88.2%	90.0%	89.9%	89.7%	90.0%
Second-year retention rate of African-American students at TU (or another public university in Maryland)	90.1%	93.8%	89.7%	90.8%	91.8%	90.9%	91.0%
Six-year graduation rate of minority students from TU (or another public university in Maryland)	68.5%	72.9%	72.3%	75.8%	77.8%	74.6%	75.0%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	67.6%	69.6%	69.0%	76.4%	79.4%	75.2%	77.0%

Obj. 3.7 Increase the number of enrolled first-generation undergraduate students to 3,400 or above by fiscal year 2019.

Obj. 3.8 Increase the number of enrolled low-income undergraduate students to 3,150 or above by fiscal year 2019.

Obj. 3.9 Increase the number of enrolled veterans and service members.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
First-generation undergraduate students enrolled	3,332	3,332	3,183	3,282	3,344	3,173	3,200
Six-year graduation rate from TU of first-generation students	65.0%	66.2%	67.2%	68.0%	70.1%	66.7%	70.5%
Low-income undergraduate students enrolled	2,991	3,120	3,205	3,576	3,681	3,677	3,700
Six-year graduation rate from TU of low-income students	63.6%	62.8%	61.9%	63.9%	67.4%	64.6%	68.6%
Number of incoming undergraduate veterans and service members	69	60	68	99	66	72	75
Second-year retention rate at TU of veterans and service members	79.7%	81.7%	75.0%	71.7%	75.8%	80.0%	80.0%

Goal 4. Achieve and sustain national eminence in providing quality education, research and public service.

Obj. 4.1 Maintain the second-year retention rate of TU undergraduates at or above 87 percent through fiscal year 2019.

Obj. 4.2 Maintain the six-year graduation rate of TU undergraduates at or above 72 percent through fiscal year 2019.

Obj. 4.3 Maintain the level of student satisfaction with education received for employment at or above 90 percent through Survey Year 2019.

Obj. 4.4 Maintain the level of student satisfaction with education received for graduate/professional school at or above 98 percent through Survey Year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	87.5%	87.4%	87.3%	86.8%	86.8%	88.0%	88.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	71.4%	74.8%	74.2%	75.9%	77.2%	75.0%	77.0%
Percent of students satisfied with education received for employment (triennial survey)	N/A	N/A	86.7%	N/A	N/A	90.0%	N/A
Percent of students satisfied with education received for graduate/professional school (triennial survey)	N/A	N/A	95.3%	N/A	N/A	98.0%	N/A

Goal 5. Maximize the efficient and effective use of State resources.

Obj. 5.1 Maintain and increase expenditures on facility renewal to two percent by fiscal year 2019.

Obj. 5.2 Increase the number of full-time equivalent students enrolled in TU courses delivered off campus or through distance education to 1,475 or above by fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of replacement cost expended in facility renewal and renovation	3.56%	2.69%	2.65%	2.10%	2.18%	2.18%	2.34%
Full-time equivalent students enrolled in distance education and off campus courses	1,388	1,568	1,542	1,641	1,830	2,105	2,250

UNIVERSITY OF BALTIMORE
Managing for Results
Academic Year 2018-2019

MISSION

The University of Baltimore (UB) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

We have a long history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers. We strive to build upon this legacy and leverage our strengths to forge a bold future.

INSTITUTIONAL ASSESSMENT

UB's strategic plan supports our mission to become the regional leader in educating students who seek undergraduate, graduate and professional programs that advance careers, provide opportunities in applied research and experiential learning, and prepare people to be leaders in their chosen fields and communities. Six strategic priorities guide our direction. The University of Baltimore has a strong intuitional assessment approach that supports university wide initiatives. Our goals, which are aligned with both the states and USM plans, are:

Goal 1: Position UB as the region's premier professional, career-focused university.
Goal 2: Strengthen student success.
Goal 3: Solidify UB's commitment to community engagement and service.
Goal 4: Organize for long-term financial stability.
Goal 5: Achieve excellence in research, scholarship and creative activity.
Goal 6: Strengthen UB's commitment to diversity, equity and inclusion.

The University of Baltimore (UB) continues to strengthen how we evaluate and improve institutional activities, planning, resource allocation and student learning. We assess the impact of all that we do and restructure and align resources, and revise strategies as appropriate. UB assesses institutional effectiveness and student learning collaboratively with two groups: the Academic Core Assessment Team (ACAT), begun in 2015, and the Administrative Unit Core Assessment Team (ADCAT), begun in 2016. These two distinct yet related arms of institutional effectiveness provide the structure for departmental and centralized analysis of outcomes, development of recommendations and clear links to annual budget and planning cycles for review, reflection and continuous improvement. The Institutional Assessment Plan outlines ACAT and ADCAT membership, responsibilities and assessment cycles. The Office of Institutional Research working in tandem with the Student Support Data Analytics unit provides relevant metrics to guide the work of institutional assessment.

UB's mission and implementation of the strategic plan is consistent with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt and are listed below. Specifically, Goals 2, 4 and 5 of UB's Strategic Plan align with the Maryland State Plan.

State Plan	UB Strategic Plan (SP) – Initiatives Aligned with State Plan
Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	**Goal 2:** Enhance affordability and student financial literacy. **Goal 2:** Evaluate the tuition structure for all programs to ensure market competitiveness. **Goal 2**: Increase need-based financial aid. **Goal 2:** Revise financial aid processes to ensure clarity, consistency and ease for students. **Goal 2**: Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and the institution. **Goal 3**: Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments, community college pipelines).
Success: Promote and implement practices and policies that will ensure student success.	**Goal 2:** Increase degree completion rates and shorten time to degree. **Goal 2:** Mine academic performance data to identify and support student success. **Goal 2:** Close gap in educational achievement among all undergraduates. **Goal 2:** Maximize flexible course delivery, enhance winter and summer offerings, and develop multi semester course schedules. **Goal 2:** Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual enrollment and military credit; create a campus wide structure and institute policies and procedures for awarding Prior Learning credit. **Goal 2:** Develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion. **Goal 2:** Develop a University-wide initiative to assist students in making prudent financial decisions.
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	**Goal 2**: Strengthen excellence in teaching and learning. **Goal 2**: Grow student participation in high-impact practices. **Goal 4**: Reorganize academic structures to better support academic excellence and student success. **Goal 5:** Expand RSCA partnerships and sponsored research with industry, government and community organizations and other academic institutions.

Performance Accountability Metrics Supporting Access, Success, Innovation, Financial Resources and Institutional Capabilities

After enhancement of many initiatives and the implementation of several new, the following metrics measure our annual progress, which for the most part demonstrate positive momentum.

- FTFT (first-time full-time students) retention has increased from 68.1% to 76.6%.

- FTFT (first-time full-time students) retention for African-American students has increased from 66.7% to 76.9%.
- The six-year graduation rate for African-American students has increased by 13.5% in one year and is the highest recorded since the lower division was reinstated in 2007.
- The six-year graduation rate for African American Students of 38.8% now exceeds that of all students at 37.2%.
- We have increased the percentage of students earning credits outside of the traditional classroom from 55.67% to 62.8%.
- Law graduates who pass the Bar exam on first attempt is relatively stable though slightly down from 67% to 65.8%.
- Percentage of African-American undergraduates has increased from 45.95% to 46.85%
- Percentage of economically disadvantaged students has declined slightly thought still high from 87.9% to 73.9%.
- Entrepreneurial revenues have decline slightly from $269,273 to $255,362.
- Federal awards have decreased from 8 to 7 yet the percentage of research dollars from federal sources has increased from 47.8 to 56.0%.

Supporting Access

Affordability: Almost 74% (73.9%) of UB students are economically disadvantaged. There is a growing priority in securing need-based support for a diverse student body. We continue to revise financial aid processes to support recruitment and retention, and ensure clarity, consistency and ease for students. New strategies support more first-time, full-time freshmen with higher academic credentials (3.0 GPA or higher) than prior years. Also, UB is developing a new, need-based aid strategy to support recruitment and retention efforts for undergraduate students. These include merit-based Transfer Scholarships for both full- and part-time students. Students with the required cumulative GPAs and a minimum 30 transferable credits are awarded scholarships. Students who have completed an associate's degree are eligible for an additional scholarship. Merit scholarships are incremental to need-based aid. In addition, UB continues to offer a Near Completers Grant: Micro-grants awarded to undergraduates within 30 credits of graduation whose ability to graduate is affected by either no remaining financial aid or hardship.

Financial Literacy: In addition**,** UB has developed a new and revised strategy for financial literacy and payment planning and has provided a financial literacy tool to help students understand the best ways to cover expenses and remain in control of their financial health. Financial Literacy: TV [https://ubalt.financialaidtv.com] is an online library of video clips, which address popular financial aid questions. We have also established a Financial Clearance Initiative to ensure students can cover their tuition (via direct payment, financial aid or third-party support) each semester. The goal is to encourage students to plan how to cover the cost of education.

Dual Enrollment and the USM B (Baltimore)-Power effort: B-Power is an initiative to work with Baltimore City-serving organizations to increase education and career opportunities for the city's students. In its commitment to this goal, the USM Chancellor's Office invested $233,000 in UB's Early College Initiatives for fiscal years 2017 through 2018. UB used this investment to

grow its college readiness and dual enrollment programs for Baltimore City Public Schools students, form new partnerships with non-profits to support students, and fund a full-time Academic Program Specialist to enable operation at a larger scale. As a result, dual enrollment headcount at UB has grown twentyfold since 2016, and partner high schools and community-based partners have increased tenfold. Growth has also included first time participation of middle school students in the College Readiness Academy. As a result of this growth, we are now at the cusp of reaching nearly every eligible public high school in Baltimore with B-Power dual enrollment.

The program continues to grow. In the 2017-18 Academic Year, UB partnered with 14 high schools and 3 middle schools, and 228 students were in 3-credit dual enrollment. For the 2018-19 Academic Year, we partnered with 20 high schools and 4 middle schools, and 239 students were in 3-credit dual enrollment. For our dual enrollment students who were in the Baltimore City Public Schools high school graduating class of 2017, 65% were enrolled in college in Fall 2017 (compared to 43% of all BCPS grads in 2017); for the BCPS graduating class of 2018, 68% of UB B-Power students were enrolled in college in Fall 2018.

Supporting Student Success

Enhanced and new initiatives are part of the university's **Academic Momentum Campaign**, developed to help more students persist, graduate faster and with less debt. Specifically, our 15 to Finish Campaign **(Step it UP Campaign)**, launched in fall 2019, is designed to educate undergraduate students about the strong and positive correlation between full-time attendance and retention and on-time graduation. Advisors encourage students, who are able to do so, to enroll full-time (30 credits per year); part-time students will be encouraged to complete a minimum of 15 credit hours each year. In support of this effort, we continue to review programs, structures and courses, streamlining offerings, developing optimal course sequencing and assessing the number of credits needed for degrees to ensure both rigor and student success. In the past year, two programs have reduced credits for graduation with two more in process. Colleges are providing two-year schedules for all undergraduate programs to provide students the opportunity to plan coursework and stay on track.

Expanded of Mandatory Milestone Advising Initiative: Students are required to see an advisor at distinct times in their academic careers. Specific advising syllabi are used at each touch point and include such topics as academic progression, support services, career and internship opportunities, financial aid and graduate school preparation. What began in 2017 with only new students, now extends to freshmen, sophomore and juniors. Seniors will be added next year.

Developed a Math Support Center: In the summer of 2019, math support services were combined into a single Math Support Center within the RLB Library, providing drop-in math tutoring for all quantitative courses. The expansion of services at the new center was a response to increased demand. Peer tutors are trained and certified to provide support for General Education math and challenging upper-division quantitative literacy courses.

Expanded Embedded Peer-Support Programs: Peer-based embedded programs provide scalable support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support to individual sections of challenging courses. Embedded programs include:

a. Supplemental instruction-style review sessions for challenging courses, like statistics and accounting, available in person and recorded for online access.
b. Coaching in the First-Year Seminar.
c. Writing Fellows in writing-intensive courses.

Expanded Writing Center Outreach and the Writing Fellows Program: Writing Fellows continue to be embedded in undergraduate courses in all three colleges. Early focus on writing support improves outcomes immediately and reduces writing-related barriers to graduation in future semesters. Data from the first full-year Writing Fellows faculty cohort demonstrated remarkable faculty and student satisfaction and student success. Currently, a new partnership between the Writing Center and Writing Faculty increases collaboration regarding the upper division writing placement to allow for better support of students preparing for that placement process.

Initiated Late Admit Outreach: Academic Success teamed with advising to identify students admitted the week prior to the start of the semester through the first week of classes for targeted outreach providing information about campus resources and other key information that these students missed at orientation. Current focus is on referrals from the Expanded Early Alert, described below, rather than a more generic outreach.

Expanded Early Alert: Early Alert has been in place at the freshmen level (i.e., in 100-level courses and in learning communities) for some time, was successfully scaled last year into 200-level courses and is now in 300 level courses. Faculty use Early Alert to report attendance and alert advisors about absences, late or missed assignments, poor performance or other difficulties. An additional initiative for fall 2019 is the opportunity for faculty to acknowledge and report out on student successes; this part of the platform is being piloted in 100-level courses.

Launch of a new Student Assistance Program (SAP): This new program provides students with an easily accessible, safe and confidential means to assist with issues that may interfere with school, work or family responsibilities 24/7 365 days a year. UB's Clinical Case Manager provides on-campus threat monitoring, assessment and response when needed and serves as the on-campus triage resource.

Launch of a new Student Mentoring Program: In fall 2019, UB launched a mentoring program – UB Connects – focused on lower division transfer students. A pilot group of 40 mentees were assigned a mentor who will meet with them throughout the academic year to complement intrusive academic advising and ensure students are on track for timely degree completion.

Increased Admissions Standards: After reviewing student entrance data and graduation rates, recommendations were made to increase SAT scores. A sub-score of 400 on the SAT was determined to be the cutoff for admission. As a result, the University experienced an unprecedented increase in the average freshmen SAT, 1064, with a 985 – 1115 mid-50 percentile score range. This will most likely raise the academic ranking of UB within USM

institutions. This is also the highest freshmen academic profile since inception of the freshmen program in 2007. Also, UB successfully reduced its SAT interquartile range from an average of about 200 [197.5] over the last eight (8) years, to 145 in fall 2019. While this year's entering class is smaller, the positive impact on student retention and graduation should be significant.

Supporting Innovation

We continue to revitalize the Center for Excellence in Learning, Teaching and Technology (CELTT) including expanding Online Learning and the development of innovative programming and curriculum. Examples include:

Freshmen Pathways Program: UB has adopted a Pathways Program for freshmen. Based on UB's Signature Undergraduate Programs of Excellence, five new Professional Pathways were developed in career clusters designed to help students explore majors and careers throughout the first year, and to keep students on track to graduate in four years. The Professional Pathways feature curricular programming, advising, and co-curricular integration of High Impact Practices including First-Year Learning Communities, First-Year Seminars, career coaching, and collaborative learning in General Education courses.

High Impact Practices: Participation in high impact practices lead by the University System of Maryland and initiatives such as Open Educational Resources (OER) and the First in the World grant to address completion rates in foundational math are but a few of our strategies to support student learning through innovation. With support from CELTT, the Library led a faculty cohort to redesign curriculum incorporating Open Education Resources – free online textbooks. Starting in fall 2018 with six high-enrolled multi-section General Education courses, the project incorporated workshops on best practices to support customization, including augmented course content to design signature assignments. In fall 2019 UB expanded OER to Cybersecurity, Gaming and Technology in Freshmen Pathways courses. As a result of our participation in the First in the World grant foundational math UB developed a partnership with the Community College of Baltimore County (CCBC) to offer their nationally-recognized Accelerated Math Program (AMP) at UB beginning fall 2019. The AMP combines the co-requisite foundational course with the corresponding General Education math course to support student understanding and assimilation of math concepts.

Supporting Financial Resources and Institutional Capabilities

UB is maximizing our institutional capabilities, building efficiencies, strategizing ways to grow revenue and increasing the University's endowment. We have expanded our Research Scholarship and Creative Activity (RSCA) partnerships and sponsored research with industry, government and community organizations and other academic institutions. UB's entrepreneurial revenue decreased slightly from $269,273 in 2018 to $255,362 as did the number of federal awards from 8 to 7. However, the percentage of research dollars from federal sources increased by 8.3 % in the same time frame as current grants are of higher value.

UB continues to evaluate opportunities to improve efficiencies and support student achievement. We have continued to implement a shared services model for business practices and aligned our

first-year academic structures around pathways to provide students with focused early course work and streamlined General Education while providing targeted support for student success.

Required Response to Commission

Commissioners expressed concern about statewide gaps in college success and completion comparing African-American student with peers and requested information regarding how institutions are supporting the following objectives.

Objective 1.4: Annually maintain the second-year retention rate of all students and African-American students at 70 percent or greater.

Objective 1.6: Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking for all undergraduate students and African-American students.

The University of Baltimore is pleased to report that we have met both Objective 1.4 and Objective 1.6. FTFT (first-time full-time students) retention has increased from 68.1% to 76.6% in 2017 for all students and 76.9% for African-American students. The six-year graduation rate for African-American students has increased by 13.5% in one year and is the highest recorded since the lower division was reinstated in 2007. The six-year graduation rate for African American Students of 38.8% now exceeds that of all students at 37.2%.

Currently, 46.8% of our undergraduate students are African-American, up .9% from the previous year. Our research has shown that students with multiple academic risk factors (i.e., very low SAT Math and SAT Reading scores, Pell eligibility, or does not have at least one parent who has attended college) present significant remediation challenges. This is demonstrated in the higher failure rates in remediation coursework, and consequently, lower retention rates as early as the second year. We acknowledge that these risk factors are more often associated with students in the minority student achievement gap groups.

Given our almost equal split of African and non-African American students and the high percentage of economically disadvantaged students (73.9%), Goal 2 of our Strategic plan reads "Close the gap in educational achievement among ***all*** undergraduates." We give every admitted student an optimal opportunity to be successful in completing a UB degree. In this respect, the University provides services to a full range of students who qualify for additional educational support—including tutoring, collaborative leaning, mentors, support groups. We assess student progress and have made strides in mitigating risk factors associated with student progress.

The University is making progress in assisting student at risk to complete successfully the first year. The ratio of hours attempted to hours completed in the first year continues to increase as does undergraduate student GPA. We are addressing student finances to attempt to keep all students on track for graduation. We continue to move towards admitting students with a

reasonable chance of success and providing the support to do so. This might mean reduction in admissions for some high-risk applicants to the University of Baltimore, but we believe that such an adjustment will provide for better and fairer academic opportunities for all students. As a result, we are pleased to report that the University of Baltimore has closed the achievement gap for our African American students and that all of our students are achieving at higher rates.

USM - University of Baltimore

The University of Baltimore (UB) provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, UB offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; establishes a foundation for lifelong learning, personal development, and social responsibility; combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and is an anchor institution, regional steward and integral partner in the culture, commerce, and future development of Baltimore and the region.

VISION

The University of Baltimore is a leader in the development and dissemination of knowledge in the applied disciplines that form the core of its academic programs. Any qualified Marylander has access to UB's academic programs and services without regard to geographic location, economic means, or other limiting circumstances. UB's students are highly satisfied with their preparation for productive professional lives. The University maintains a lifelong relationship with its graduates and continues to meet their educational needs in a rapidly changing world. Maryland's businesses, governments, and not-for-profit organizations value UB's talents. UB is a major contributor to sustaining mid-town Baltimore as a flourishing urban environment.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **The University of Baltimore will enhance the quality of learning, teaching, and research.**

Obj. 1.1 Through 2020, maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than 90 percent.

Obj. 1.2 Through 2020, maintain a 75 percent or greater first-time attempt passage rate on the Maryland Bar examination.

Obj. 1.3 Increase the percentage of students earning credits in at least one learning activity outside the traditional classroom to 55 percent or greater by 2020.

Obj. 1.4 Increase the second-year retention rate of all students and African-American students to 76 percent or greater by 2020.

Obj. 1.5 Increase the percentage of students satisfied with educational preparation for employment to 90 percent, and maintain the percentage of students satisfied with educational preparation for graduate or professional school at least at 95 percent through 2020.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of graduates employed one year after graduation (triennial survey)	N/A	N/A	85.9%	N/A	N/A	88.0%	N/A
UB law graduates who pass the Bar exam on first attempt	80.0%	66.0%	67.0%	67.0%	65.8%	67.0%	70.0%
Students earning credits outside of traditional classroom	45.0%	49.0%	52.7%	55.6%	62.8%	58.0%	60.0%
Second-year retention rate at UB (or another public university in Maryland): All students	78.8%	70.8%	72.3%	68.1%	76.6%	80.0%	80.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	81.9%	73.4%	70.0%	66.7%	76.9%	77.0%	77.0%
Student satisfaction with education received for employment (triennial survey)	N/A	N/A	88.7%	N/A	N/A	90.0%	N/A
Student satisfaction with education received for graduate or professional school (triennial survey)	N/A	N/A	97.5%	N/A	N/A	98.0%	N/A

USM - University of Baltimore

Obj. 1.6 Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking for all undergraduate students and African-American students.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Six-year graduation rate from UB (or another public university in Maryland): All students	42.9%	32.2%	36.1%	32.9%	37.2%	40.0%	40.0%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	30.3%	26.9%	30.9%	25.3%	38.8%	40.0%	40.0%

Goal 2. **The University of Baltimore will increase student enrollment in response to State and regional demand.**

Obj. 2.1 By fiscal year 2020, maintain the current number of minority students at 700 or higher, including 225 African Americans graduates. Maintain the percentage of African-American undergraduates at approximately 40 to 50 percent, and maintain the percentage of economically disadvantaged students at 75 percent or greater.

Obj. 2.2 Through 2020, maintain the percentage of UB STEM (science, technology, engineering, mathematics) graduates employed in Maryland at 91.4 percent or greater.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of minority students, including African Americans, who graduate from UB	676	716	789	754	645	635	625
Percentage of African-American undergraduates	47.0%	48.0%	47.1%	45.9%	46.8%	45.0%	45.0%
Percentage of economically disadvantaged students	78.0%	66.4%	74.4%	87.9%	73.9%	74.0%	75.0%
Percentage of STEM graduates employed in Maryland (triennial survey)	N/A	N/A	85.7%	N/A	N/A	86.0%	N/A

Goal 3. **The University of Baltimore meets community, businesses, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland.**

Obj. 3.1 Increase UB's entrepreneurial revenues by 5 percent a year or greater through 2020 (from $194,192 in 2016) and increase the percentage of research dollars coming from federal sources to 10 percent or greater by 2020.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Entrepreneurial revenues per year	$201,682	$194,192	$220,634	$269,273	$255,362	$188,035	$103,035
Number of federal awards	4	4	6	8	7	8	8
Percentage of research dollars from federal sources	4.0%	4.4%	14.0%	47.7%	56.0%	60.0%	60.0%

UNIVERSITY OF MARYLAND, BALTIMORE

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL IDENTITY:

The University of Maryland, Baltimore (UMB) is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. UMB is largely funded by entrepreneurial activity, particularly sponsored research and patient care. Because of its mission and funding sources UMB faces unique challenges and opportunities, especially due to the foreseen slowdown in federal research funding. Simply stated, the University of Maryland, Baltimore's mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION:

Each goal and related objective(s) within the University of Maryland, Baltimore Managing for Results plan addresses one or more of the strategies articulated in the 2017 - 2021 Maryland State Plan for Postsecondary Education. The linkages between the eleven State Plan strategies and the University of Maryland, Baltimore's MFR objectives are identified in the Institutional Assessment.

SIGNIFICANT TRENDS:

Students and Employees: UMB represents 'highest education' in Maryland. All of the state's baccalaureate institutions, public and private, serve as feeder schools. As might be expected given the nature of the institution, UMB students across all of the schools and disciplines are at the very top of their respective fields of undergraduate study. Students also remain through graduation (UMB's graduation rate is the highest in Maryland) and go on to prestigious employment, residencies or post-doctoral fellowships.

Enrollment in fall 2019 was 6,827, an increase of 50 or 0.7% compared to the previous year's 6,777. Increases in graduate master's and professional nursing program enrollments are partially offset by lower enrollments in undergraduate nursing, master of social work, and professional pharmacy programs. Graduate and professional students account for 87% of campus enrollment. The enrollment of African – American students is 17.5% of the student body. There were 7,401 employees in fall 2018 of whom 752 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 0.6%.

Revenues: Total campus revenues increased from $375.8 million in fiscal year 1997 to $1,326.6 million in fiscal year 2020, an average of 5.6% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same time frame was only 3.6%. As a result, these state appropriations represent 19% of overall revenues for fiscal year 2020. Based on the fiscal year 2019 appropriation, UMB was funded at approximately 72% of its funding guidelines, above the USM average of 67%.

Resident tuition and fees increased 4.8% or less for fiscal year 2020, and overall tuition and fee revenues constitute only 11.3% of the total budget. Contract, grant and clinical revenues account for 65.9% of the UMB budget. Although the campus has been very aggressive and successful in its ability to attract additional grants and contracts, revenues from grants and contracts and tuition and fees will not be enough to address the campus' fiscal imperatives. UMB has a relatively small student body and cannot meet fiscal obligations through increased tuition revenue. Meeting the obligations using other revenue sources is unsatisfactory because grants and contracts are variable, are restricted in nature, and largely cannot be used to address the basic funding needs of the campus. As mentioned previously, funding guidelines have recognized the underlying funding needs of the campus and provide a clear indication that additional State general fund support is needed for UMB to retain top ranked status as a public research university.

INSTITUTIONAL ASSESSMENT:

Goal 1 – Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

Objective 1.1 – Through fiscal year 2019 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master's graduates at a level at least equal to the 2014 level of 1,108. State Plan Strategy 8

The total number of graduates from these combined programs increased by 51 to 1,373 for 2019. Growth in nursing and medicine graduates was partially offset by declines in the production of law graduates. UMB is uniquely positioned to increase graduate enrollment and thus educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. In addition to a continued commitment to providing undergraduate nursing education at the Universities at Shady Grove, UMB now enrolls and educates professional doctoral nursing and professional pharmacy master's students at the Montgomery County location.

As part of a strategy to meet anticipated nursing workforce needs, the School of Nursing has numerous dual-admission agreements with Maryland community colleges to ensure seamless transitions from associate degree in nursing programs to the school's bachelor of science in nursing program. Over the past year agreements were signed with the Community College of Baltimore County and Howard Community College.

<u>Objective 1.2</u> – Through fiscal year 2019 increase extramural funding for research, service and training projects from the 2014 base of $499 million. <u>State Plan Strategy 10</u>

Grant and contract funding for fiscal year 2014 through fiscal year 2016 was essentially unchanged but jumped to $554 million for fiscal year 2017 and topped $667 million for fiscal year 2018. FY 2019 grant and contract awards were only slightly less than the FY 2018 figure.

As an example of the recruitment that is achievable when investments in top-notch research facilities, such as the recently opened 429,000 gross square feet Health Sciences Facility III are made, the School of Medicine successfully recruited leading pediatric critical care physician-scientist Dr. Allan Doctor to lead a new Center for Blood Oxygen Transport & Hemostasis in the Department of Pediatrics.

Researchers at the Institute for Bioscience and Biotechnology Research (IBBR) received $3.9 million from the National Institutes of Health (NIH) to develop a multi-specific, single-agent antibody therapeutic against HIV-1 to block virus infection and clear the reservoir of HIV-infected cells from the body. The IBBR Translation Management Office has identified this project as having high commercialization potential, and plans to generate follow-on funding to support pre-clinical development.

Ashlee Mattingly, PharmD, BCPS, assistant professor in the Department of Pharmacy Practice and Science at the School of Pharmacy was awarded a three-year $2.2 million federal grant to investigate the use in clinical practice of drugs including certain bulk drug substances that have been nominated for use in compounding by outsourcing facilities.

At the School of Dentistry, professor Robert K. Ernst, PhD was awarded a five-year, $6.4 million contract from NIH's National Institute of Allergy and Infectious Diseases to develop and test new adjuvants for use in future vaccines. An adjuvant is added to a vaccine to enhance its ability to induce protection against infection.

<u>Objective 1.3</u> – Through fiscal year 2019 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses / options, disclosures received, and new patent applications filed above 2014 levels. <u>State Plan Strategies 8, 10</u>

The performance indicators supporting this objective are taken from UMB's responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued, disclosures received, and new patent applications filed for fiscal year 2019 have fallen below previously reported activity.

A primary strategy underway to improve performance in technology transfer is University of Maryland Ventures, a new joint effort between UMB and UMCP. The program called for the two schools to create teams of individuals to help both schools increase the commercialization of their research programs. The teams focus on developing and refining ideas for boosting intellectual property, patent submission, technology transfer and community outreach efforts for university researchers. University of Maryland Ventures also helps UMB realize greater returns

in the technology transfer market by streamlining the licensing process, which has been a barrier to entry not easily navigated by local technology companies.

Translating biomedical discoveries into clinical applications that improve human health is a complex process with high costs and substantial failure rates. This can result in a delay of years or decades before discoveries in biomedical research result in health benefits for patients and communities. Recognizing the need to improve translation, the NIH established the Clinical and Translational Science Award (CTSA) program in 2006. In 2019 UMB, with Johns Hopkins University as partner, was awarded $9 million over five years to support the formation of a collaborative hub to improve the translational research process so that treatments can get to patients more quickly.

Two faculty members in the School of Pharmacy established a new company, Pumas-AI, which has released a modeling and simulation software for pharmaceutical researchers and clinicians, based on the Julia programming language that contains multiple modules designed to meet the needs of analysts in the pharmaceutical industry, while also working to advance therapeutic innovation in the clinic setting.

In early 2019 UMCP and UMB launched the Robert E. Fischell Institute for Biomedical Devices to bring together engineers, clinicians, scientists, and students working to design and build biomedical devices that address many of today's most pressing human health challenges. The Fischell Institute will take cutting-edge research and create new products with the expectation that new businesses will be created from this research and development.

Objective 1.4 – Through fiscal year 2019 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2015 level of 15. State Plan Strategy 9

Data for this indicator are taken from the report, *The Top American Research Universities*, prepared by the Lombardi Program on Measuring University Performance. At 9, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2019 is below the level reported for 2015.

Goal 2 - **Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.**

Objective 2.1 – Through fiscal year 2019 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. State Plan Strategies 4, 5, 6

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, and the doctor of physical therapy program reported a 100% graduation rate for 2019.

<u>Objective 2.2</u> – Through fiscal year 2019 maintain a first time licensure exam pass rate for each principal professional program of at least 95 percent. <u>State Plan Strategy 7</u>

The licensure exam pass rate for first time test takers ranges between 77% and 99% for 2019. The School of Law anticipates an improvement in the pass rate for the Maryland bar in fiscal year 2020.

<u>Objective 2.3</u> – Through fiscal year 2019 maintain an average debt of graduating students not exceeding the 2014 level. <u>State Plan Strategies 2, 3</u>

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Two programs reported lower average graduating student debt for 2019 compared to the previous year.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

<u>Objective 2.4</u> – Through fiscal year 2019 increase the enrollment of students educated entirely online compared to 2014 levels. <u>State Plan Strategy 9</u>

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued increases in this indicator. In 2019 almost 19 percent of students were educated entirely online during the fall semester.

<u>Objective 2.5</u> – Through fiscal year 2019 maintain high rates of graduate employment and educational satisfaction compared to 2014. <u>State Plan Strategies 7, 8</u>

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as requested by the Maryland Higher Education Commission. Survey results for 2017 indicate a high employment rate (99%) and a high satisfaction level with education (91%). The survey will next be conducted in 2020.

Goal 3 – Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the state.

<u>Objective 3.1</u> – Through fiscal year 2019 increase enrollments in joint professional programs and programs at regional education centers compared to 2014 levels. <u>State Plan Strategies 4, 6</u>

The University of Maryland, Baltimore continues to increase enrollment at The Universities at Shady Grove. In fall 2019 the School of Pharmacy launched a new Master of Science in Medical Cannabis Science and Therapeutics to provide students with the knowledge and skills needed to

support patients and the medical cannabis industry, add to existing research in the field, and develop well-informed medical cannabis policy. Offered only at the Universities at Shady Grove, the two-year program is the first graduate program in the country dedicated to the study of medical cannabis, addressing the areas of basic science, clinical use, adverse effects and public health, and federal and state laws and policies surrounding medical cannabis. Interest in the program has been strong, with over 150 students enrolled.

Goal 4 – Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Objective 4.1 – Through fiscal year 2019, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2014. State Plan Strategy 8

In July 2015 the University System of Maryland Chancellor affirmed the system's participation in Governor Larry Hogan's Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. UMB has identified several coordinated service projects to which employees may contribute their time, but eligible employees are free to volunteer with any accredited nonprofit organization in Maryland. Data is not yet available for this new initiative.

Over the past several years, UMB has pursued the Carnegie Foundation for the Advancement of Teaching's designation for Community Engagement, which would entail the expansion of data collection mechanisms beyond the reliance on advisory groups or one-time community events. Doing so would demonstrate collaboration between UMB and the larger community for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

In 2018, the U.S. Department of Education awarded Promise Heights, an initiative led by the University of Maryland School of Social Work, a five-year, $30 million grant to continue its effort to improve the lives of children and families in the West Baltimore neighborhood of Upton/Druid Heights. The implementation grant enables Promise Heights to continue its comprehensive plan for combating poverty and increasing academic achievement in the local community.

A much larger Community Engagement Center, seven times the size of the current center that opened in 2015 will be created within a historic building, presenting an opportunity to leverage state investment and private philanthropy to bring community-oriented services and investment to West Baltimore. The greatly expanded facility will make possible additional youth programming, workforce development support, health education, and social work assistance services.

Another UMB initiative can involve any university employee who chooses to participate, by offering incentives to purchase a home in one of seven nearby West Baltimore neighborhoods

under an improved Live Near Your Work program. The incentive, along with a matching grant from the City of Baltimore, is expected to help revitalize these communities that are neighbors to UMB. Since its launch in late 2018, the program has helped 24 UMB employees buy homes in seven targeted neighborhoods.

Objective 4.2 – Through fiscal year 2019, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2014. State Plan Strategies 8, 9, 10

Previously experienced declines in the number of days in public service per full-time faculty member beginning in fiscal year 2006 coincided with the precipitous drop in contract and grant revenues also experienced in that year, resulting in part from flat or declining National Institutes of Health funding and other constraints on the federal budget. These lower levels of public service were therefore a manifestation of the increased expectation that faculty prioritize their activities to obtain research grant funding. However, a core cadre of UMB faculty has, and will continue to pursue public service as its primary mission, and the recent recovery in State support provided an environment encouraging a rise to 10.1 days per full-time faculty member for fiscal years 2014 and 2015 and an increase to 11.1 days for fiscal year 2016. Reported days declined to 9.6 per faculty member for fiscal year 2017 and fiscal year 2018 and to 9.4 days per faculty member for fiscal year 2019. It is unclear if this is an unintended result of the recent growth in research grant funding.

Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Objective 5.1 – By fiscal year 2019 attain annual campaign goal of $102 million a year. State Plan Strategy 10

Objective 5.2 – By fiscal year 2019 increase or maintain combined university endowments from all sources at a level at least equal to the 2014 level. State Plan Strategy 10

A significant drop in annual campaign attainment for fiscal year 2016 coincided with a change in development leadership. Annual giving for fiscal year 2017 recovered somewhat, and more than $100 million was secured during fiscal year 2018. Perhaps exacerbated by recent changes in tax policies that may have discouraged gifting, only $76.8 million was received for fiscal year 2019.

Growth in the combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment has been robust since fiscal year 2015. Since then, UMB sustained four years on a solid footing, and realized a 15.6% gain for fiscal year 2019. Through these times, UMB's endowments have actually fared better than those at many other higher education institutions. Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations. Nonetheless, due to unpredictable economic conditions future investment returns may substantially vary from projections.

Goal 6 – Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Objective 6.1 – Through fiscal year 2019 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness. State Plan Strategy 8, 9, 10

The annual cost savings as a percent of actual budget has ranged between 1.0% and 5.0% over the period of fiscal year 2014 through fiscal year 2018. Various cost saving strategies implemented include consolidation of administrative support, improvements in central billing and credit card processing, reduced documentation redundancy, better training on business process, policies and systems, and implementation of policies, standards and initiatives for appropriate information technology service delivery and cost management.

Objective 6.2 – Through fiscal year 2019 decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2014. State Plan Strategies 9, 10

Annual operating expenditures per adjusted full-time equivalent student have ranged between $60,570 and $70,433 over the five year period. Strategies to decrease costs include increased delivery of programs and courses through non-traditional means such as distance education, more efficient utilization of classroom space, and course redesigns associated with the academic transformation initiative. In the near term, upwards pressure on this indicator will likely be experienced due to reduced enrollments in the pharmacy professional program, which is weighted by a factor of four, offset by increased enrollments in undergraduate and professional master's program enrollments, which are not weighted.

RESPONSE TO THE COMMISSION: INTERVENTIONS TO ELIMINATE EQUITY GAPS IN COLLEGE OUTCOMES:

Commission Assessment:
The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Institutional Response:
The University of Maryland, Baltimore (UMB) has three bachelor degree programs in the health sciences. Minority students account for approximately 40% of the undergraduate population and each of these programs demonstrate consistent success in graduating students within 150% of the time to a degree regardless of race or ethnicity. Within the last three-year period of analyzed data, UMB's undergraduate programs have a 150% of time to degree graduation success rate near 90% for all minority graduates, a number very close to the majority average of 91%.

BS in Dental Hygiene

The BS in Dental Hygiene program is the only baccalaureate dental hygiene program in the state and enrolls approximately 14 full-time students annually. This program is a 2 + 2 format where students enter as a junior after completing 57 credits of prerequisite coursework. The majority of these students complete their transfer credits at a community college while, on average, four students enter the program annually having a prior bachelor's degree in another field. Recruitment efforts have the goal of achieving a highly diverse applicant pool and dental hygiene class composition to reflect the diversity of patients served in a changing health care delivery system. Obstacles some students may face are ineligibility for federal financial aid (Pell grants) when seeking a second bachelor's degree, the cost of tuition and fees, and the limited information disseminated in the past about transferring to programs in the School of Dentistry.

The metrics used to evaluate recruitment intervention include an assessment of the number of students applying and having successful admissions outcomes into various pathways leading to bachelors or master's degrees. These interventions are deemed successful if they translate into the recruitment of minority college students, especially from HBCU's, who successfully complete the program.

BS in Medical and Research Technology

The undergraduate program in medical and research technology has no identifiable achievement gaps among minority and majority students as both groups complete the program and attain certification as Clinical Laboratory Scientists from the American Society for Clinical Pathology at comparable rates. Minority students are equally, if not more likely, to receive excellence awards bestowed at annual pre-commencement ceremonies. Program directors have identified deficiencies in preparatory lab skills among some entering students that emerge through pre-semester laboratory skills assessment and training.

During orientation week, all students undergo assessment for their competency in necessary laboratory skills such as pipetting and microscopy. Students deemed not proficient receive one-on-one tutoring with faculty until they reach identified levels of competency assessment for

pipetting and microscopy skills. Once enrolled, no differences between minority and majority students concerning academic performance have been observed. When needed, interventions are based on individual academic deficiencies.

BSN in Nursing

In fall 2018, the University of Maryland School of Nursing (SON) started an emergency fund from philanthropic dollars designed to prevent attrition and support success for the most vulnerable students who were experiencing acute financial hardships. These obstacles could include loss of financial aid, health insurance, housing, basic life needs, or inability to meet their financial obligations to the university. This fund was designed exclusively for students who are unable to procure any additional aid options, which by definition typically applies to students with extreme financial need. The undergraduate population of SON is incredibly diverse with over half reporting they are minority (56%). A majority of nursing undergraduates also is classified as having very high financial need (over 50% depending on the cohort).

While this fund is not exclusive to minority undergraduate students, they have made up the largest users (n=6 or 67%) of the fund. These funds helped to retain 100% of the minority undergraduate students seeking aid, as without this help these students indicated they could not have continued their studies.

Prepared by UMB Office of Institutional Effectiveness, Strategic Planning, and Assessment
October 1, 2019

USM - University of Maryland, Baltimore Campus

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

VISION

The University of Maryland, Baltimore Campus (UMB) will excel as a pre-eminent institution in our missions to educate professionals; conduct research that addresses real-world issues affecting the human condition; provide excellent clinical care and practice; and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and inter-professional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.**

    Obj. 1.1 Through fiscal year 2019, increase or maintain the number of undergraduate nursing, professional practice doctorate, and professional masters' graduates at a level at least equal to the 2014 level of 1,105.

    Obj. 1.2 Through fiscal year 2019, increase extramural funding for research, service, and training projects from the 2014 base of $499 million.

    Obj. 1.3 Through fiscal year 2019, produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses or options, disclosures received, and new patent applications filed above 2014 levels.

    Obj. 1.4 Through fiscal year 2019, increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2015 level of 15.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Graduates: Undergraduate Nursing (BSN)	292	364	378	398	411	412	406
Professional Practice Doctorate: Dentistry (DDS)	127	124	130	132	130	130	125
Law (JD)	269	216	187	203	192	183	206
Medicine (MD)	157	159	161	146	163	164	151
Nursing (DNP)	30	24	49	95	125	133	150
Pharmacy (PharmD)	164	152	157	149	154	151	137
Physical Therapy (DPT)	61	55	56	61	61	60	65
Prof. Practice Doctorate Total	808	730	740	786	825	821	834
Professional Masters (MS)	7	64	129	138	137	182	312
Grant/contract awards (millions)	$498	$494	$554	$667	$664	$697	$725
Cumulative number of active licenses or options	174	181	213	233	232	195	198
Disclosures received	139	136	147	143	135	155	157
New patent applications filed	82	91	86	96	78	85	88
Number of nationally recognized memberships and awards	15	15	13	12	9	10	11

USM - University of Maryland, Baltimore Campus

Goal 2. **Develop students who demonstrate personal, professional, and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.**

Obj. 2.1 Through fiscal year 2019, maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program.

Obj. 2.2 Through fiscal year 2019, maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent.

Obj. 2.3 Through fiscal year 2019, maintain an average debt of graduating students not exceeding the 2014 level.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)							
Dentistry (DDS)	92.2%	98.5%	96.2%	98.4%	97.7%	98.0%	98.0%
Law Day (JD)	91.9%	91.9%	86.4%	89.0%	86.9%	88.0%	90.0%
Medicine (MD)	92.5%	95.0%	91.3%	95.6%	95.1%	95.0%	95.0%
Nursing (BSN)	87.4%	93.7%	92.1%	95.3%	95.8%	95.0%	95.0%
Pharmacy (PharmD)	97.0%	97.5%	98.1%	96.2%	94.4%	95.0%	95.0%
Physical Therapy (DPT)	96.5%	96.6%	93.7%	94.6%	100.0%	95.0%	95.0%
Social Work (MSW)	91.1%	93.0%	92.9%	91.2%	92.2%	92.0%	93.0%
First Time Exam Pass Rate							
Dentistry (ADEX)	94.0%	98.0%	99.0%	100.0%	99.0%	99.0%	99.0%
Law (Maryland Bar)	83.0%	78.0%	76.0%	79.0%	77.0%	80.0%	80.0%
Medicine (USMLE Step 2 CK)	99.0%	97.0%	96.0%	97.0%	99.0%	99.0%	99.0%
Nursing BSN (NCLEX)	90.0%	93.0%	88.0%	87.0%	89.0%	90.0%	90.0%
Pharmacy (NAPLEX)	97.0%	89.0%	90.0%	89.0%	87.0%	90.0%	90.0%
Physical Therapy (NPTE)	91.0%	89.0%	98.0%	96.0%	87.0%	90.0%	90.0%
Social Work (LGSW)	90.0%	88.0%	86.0%	88.0%	90.0%	85.0%	90.0%
Professional Student Average Debt							
Dentistry (DDS)	$203,267	$228,863	$227,390	$235,313	$245,633	$245,633	$245,633
Law Day and Evening (JD)	$114,493	$113,927	$116,837	$109,984	$111,417	$111,417	$111,417
Medicine (MD)	$158,374	$157,155	$167,965	$151,725	$186,838	$186,838	$186,838
Nursing (MS,CNL,DNP)	$56,273	$64,169	$91,586	$95,667	$95,184	$95,184	$95,184
Pharmacy (PharmD)	$143,039	$135,591	$136,617	$159,904	$159,183	$159,183	$159,183
Physical Therapy (DPT)	$100,314	$111,025	$97,384	$93,370	$109,558	$109,558	$109,558
Social Work (MSW)	$56,871	$57,791	$56,332	$43,797	$65,749	$65,749	$65,749

USM - University of Maryland, Baltimore Campus

Obj. 2.4 Through fiscal year 2019, increase the enrollment of students educated entirely online compared to 2014 levels.

Obj. 2.5 Through fiscal year 2019, maintain high rates of graduate employment and educational satisfaction compared to 2014.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Headcount enrollment of students educated entirely online	720	788	947	1070	1,288	1,332	1,335
[1] Employment rate of undergraduates	94%	93%	99%	N/A	N/A	95%	95%
[1] Graduates' satisfaction with education (Nursing)	84%	90%	91%	N/A	N/A	92%	92%

Goal 3. Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the State.

Obj. 3.1 Through fiscal year 2019, increase enrollments in joint professional programs and programs at regional education centers compared to 2014 levels.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	29	86	72	38	28	45	45
Universities at Shady Grove							
Nursing	290	306	305	352	357	377	387
Social Work	89	120	137	146	155	150	150
Pharmacy	120	126	132	93	64	50	25
Total Shady Grove	499	552	574	591	728	603	593
Laurel College Center	13	36	0	8	0	0	0

Goal 4. Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Obj. 4.1 Through fiscal year 2019, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2014.

Obj. 4.2 Through fiscal year 2019, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2014.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of days in public service per full-time faculty member	10.1	11.1	9.6	9.6	9.4	10.0	10.0

USM - University of Maryland, Baltimore Campus

Goal 5. **Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.**

Obj. 5.1 By fiscal year 2019, attain annual campaign goal of $102 million a year.

Obj. 5.2 By fiscal year 2019, increase or maintain combined university endowments from all sources at a level at least equal to the 2014 level.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Campaign giving, annual (millions)	$76.7	$58.4	$74.8	$104.4	$76.8	$104.0	$0.0
Endowment, annual (millions)	$332.4	$340.6	$376.0	$436.9	$448.4	$477.6	$508.6

Goal 6. **Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.**

Obj. 6.1 Through fiscal year 2019, attain annual cost savings of at least 3 percent of the total budget based on enhanced efficiency and effectiveness.

Obj. 6.2 Through fiscal year 2019, decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2014.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Annual cost savings as a percentage of actual budget	3%	2%	1%	1%	0%	0%	0%
Operating Expenditures per Adjusted FTES	$60,570	$62,895	$63,718	$66,699	$70,433	$72,000	$74,000

USM Core Indicators

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Total enrollment (undergraduates)	792	866	905	929	909	913	906
Percent minority of all undergraduates	37%	40%	43%	48%	49%	N/A	N/A
Percent African-American of all undergraduates	16%	19%	18%	19%	19%	N/A	N/A
Total bachelor's degree recipients	333	399	416	433	438	441	427
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	1%	0%	0%	0%
Applicants to undergraduate nursing programs	683	719	728	639	772	814	837
Qualified applicants to undergraduate nursing programs denied admission	146	177	129	87	43	49	50

NOTES

[1] 2018 data not available at time of publication.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC)
PROGRAM DESCRIPTION

The University of Maryland, Baltimore County (UMBC) offers undergraduate, master's and doctoral programs in the arts and sciences and engineering. Within a strong interdisciplinary framework, UMBC programs link the cultures of the sciences, social sciences, visual and performing arts and humanities, and the professions.

MISSION

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

INSTITUTIONAL ASSESSMENT

Overview

In spring 2016, UMBC adopted our new strategic plan, "*Our UMBC: A Strategic Plan for Excellence,*" with goals and objectives reflective of our new vision statement and consistent with the goals of *Powering Maryland Forward: USM's 2020 Plan for More Degrees, A Stronger Innovation Economy, A Higher Quality of Life,* as well as our 2016 Middle States Self Study. Focusing on the Student Experience; Innovative Curriculum and Pedagogy; Collective Impact in Research, Scholarship, and Creative Achievement; and Community and Extended Connections, this plan outlined strategic steps toward the next level of inclusive excellence. At our campus retreat in August, over 300 faculty, staff and students came together to examine our progress and future plans, as well as embark on a strategic enrollment planning process that is in line with our overall strategic plan and the changing landscape of higher education.

Given our mission, we were extremely proud of our continued recognition by the *U.S. News & World Report America's Best Colleges Guide* in September as a national leader in undergraduate teaching and innovation. In April, the new Times Higher Education global social and economic impact rankings also placed UMBC #3 among U.S. universities. While proud of these accolades, and others, our work continues. The following assessment focuses on achievements and trends in areas that are incorporated in the university's goals, objectives, and performance indicators.

Students

Enrollments. UMBC had 13,602 students enroll in fall 2019 (11,060 undergraduate and 2,542 graduate). Undergraduate enrollment decreased slightly overall (-1.8%) with a 1.9% decrease for full-time, and a 0.8% decrease for part-time over fall 2018. We welcomed 1,701 (1,692 full-time) new students, a decrease from our class of 1,777 full-time in fall 2018. Overall graduate enrollment increased by 1.4% (4.3% for full-time).

Enrollments and degree completions in education declined at the undergraduate level, and while enrollments in graduate level declined, degree completions were relatively stable (**Obj. 2.1 (M201, M202, M203, M204))**. Teaching education programs across the state have experienced declining enrollment, and we are increasing efforts to identify and recruit potential teachers. The department is employing a number of targeted strategies to attract more teacher candidates. In collaboration with the President's office, the department launched the Teacher of Color initiative, which included a Celebration of Teaching event that featured high profile speakers (UMBC President Hrabowski and Baltimore City Public Schools Superintendent Santelises) as well as prominent Teachers of Color that have graduated from the UMBC teacher certification program. Additionally, the Education Department established monthly pizza lunches to recruit and inform students. Introductory Education classes, such as EDUC 310 and 311 were updated to be general education requirements, thus attracting students who would not otherwise know about the program. Coordination efforts have been initiated with the undergraduate advisors in the College of Natural and Mathematical Sciences and a specialized STEM section of EDUC was offered in the spring 2019 semester. A similar strategy is being formulated with the College of Arts, Humanities and Social Sciences. The department also provides over $20,000 of departmental scholarships each year to teacher candidates. The department also actively recruits on area Community College campuses and incoming freshmen are informed about the teacher preparation program on campus, in part through increasing visibility on campus through myUMBC, career fair and events presence.

Caliber of Students. The university offers students a wide range of opportunities to excel both intellectually and in other types of competitions. For the ninth consecutive year, the *U.S. News & World Report America's Best Colleges Guide* listed UMBC among the top national universities in undergraduate teaching - "where the faculty has an unusual commitment to undergraduate teaching." Undergraduate research is one of the hallmarks of UMBC's designation as an Honors University in Maryland. In spring 2019, over 360 students participated in the 23nd annual Undergraduate Research and Creative Achievement Day, a day-long celebration of student research with over 2,500 attendees, including students, faculty, staff and guests. Volume 20 of the *UMBC Review: Journal of Undergraduate Research* was published in spring 2019. This 208-page issue contains the work of students majoring across the disciplines, with research ranging from "Use Of Piezoelectric Material For Advanced And Cost-Effective Tumor Screening" to "Baltimore's First Restaurants, 1839-1856: Gender And Consumer Culture In Antebellum America." Also published this spring was Volume 39 of *Bartleby,* the university's creative arts journal consisting of students' works of fiction, creative non-fiction, poetry and art.

UMBC students' academic and co-curricular accomplishments continue to gain national and international recognition. UMBC celebrated the Rhodes Trust's recognition of Linda Wiratan '19, biochemistry and molecular biology, as a Rhodes Scholar finalist. This honor comes a year after Naomi Mburu '18, chemical engineering, was selected for a Rhodes Scholarship. Wiratan was also a Goldwater Scholar and a member of the Honors College. Fourteen UMBC students and recent alumni received Fulbright fellowships to teach, conduct research and study in nations from Malaysia to the Ukraine. Other awards received by UMBC students include a Truman scholarship, a Chateaubriand Fellowship, four NSF Graduate Research Fellowships and a Fulbright-Hays scholarship. UMBC won four America East Championships in 2018-19, tying a school record for most won in the league in 16 years of competition. The men's and women's swimming and diving squads, the men's lacrosse team, and the softball team earned titles, with lacrosse and softball earning NCAA Championship

berths. Freshman pitcher Courtney Coppersmith, '22, biochemistry/molecular biology, became the first All-American in UMBC softball history, the first player in America East history to earn both Rookie and Pitcher of the Year, and earned Most Outstanding Player honors in the league championships. Graduate student Lauren McDonald, '18, environmental sciences, was chosen as the 2019 Division I winner of the 2019 Maryland Association of Collegiate Directors of Athletics (MACDA) post-graduate scholarship award. McDonald is currently enrolled in UMBC's geography and environmental systems master's program and was a four-year starter and all-conference honoree for the Retriever women's lacrosse program. Joe Sherburne, '18, financial economics, became the first America East student-athlete in any sport to receive the Academic All-America Team Member of the Year honors – the nation's highest academic honor in athletics. Sherburne just completed his historic UMBC career and leaves the program as the all-time leader in games played (136) and started (128) and total minutes played (4,262). He amassed 1,563 career points, and buried 266 treys, ranking sixth and second, respectively, on the school's all-time lists. He is a two-time First Team Academic All-American.

       <u>Retention and Graduation</u>. Student retention and graduation rates are important output indicators that UMBC takes very seriously and that the institution has been working vigorously to improve. This year, although our retention rate decreased slightly from 87.3% to 86.5% (**Obj. 5.1 (M502)**, our six-year graduation rate rose from 66.4% to 71.0%, exceeding our 2019 goal (**Obj. 5.2 (M504)**. As of fall 2019, we achieved our highest internal graduation rates to date, with a four-year graduation rate of 44.8% and six-year rate of 69.7% for our full-time cohorts of first time students. Efforts to enhance retention and graduation rates have historically been hampered, in part, by our relatively narrow program base compared to peers. On average, our peer institutions granted bachelor's degrees in 76 programs in FY 2017, compared to 54 for UMBC. UMBC has undertaken several academic initiatives designed to expand the number of certificate and degree programs available, particularly in areas with high student interest, such as STEM education and cybersecurity.

       Another approach to improving student success has been initiatives designed to increase student engagement with an expected positive effect on both retention and graduation. The Division of Undergraduate Academic Affairs coordinates multiple initiatives including First Year Seminars (FYS), Introduction to an Honors University seminars, the Collegiate Success Institute Summer Bridge Program, and Transfer Student Success seminars. The university also offers several Living Learning Communities (LLCs) focused on students' common intellectual interests or majors. Additional initiatives include the Summer STEM Initiative, the NIH-funded STEM BUILD undergraduate student success initiative and research study, to name a few.

       Several initiatives combining technological innovations and best practices have been launched over the past several years, and we continue to make improvements in these areas. Examples include our Degree Planner, an interactive tool that allows students to create a customized degree plan; the Degree Donut, a personalized visualization of the student's progress to degree completion; and The Guide, an easy to follow, step by step guide to advising and registration to facilitate students' timely registration.

       New in Fall 2019 is the opening of our Academic Success Center, providing centralized support services to all undergraduate students at UMBC. The center serves as the hub for three units within the Division of Undergraduate Academic Affairs including Academic Standards and Policy Administration, the Learning Resources Center, and the Office of Academic Advocacy. Also new, the Office of Academic Advocacy is dedicated to serving first-time, full-time undergraduate students in freshmen cohorts to assist them in resolving academic and institutional

challenges that may adversely affect persistence, progression and timely completion of degree. Those students identified, or those referred, as experiencing barriers to graduation will receive direct outreach from the Office of Academic Advocacy to address issues in a timely manner. No matter how complex the concerns (i.e., personal, academic, or financial), Academic Advocates will work together with students to review their progress, present options toward graduation, and facilitate communication and connections with the appropriate resources.

The College of Natural and Mathematical Sciences (CNMS) has focused on the improvement of DWF rates in many of its foundational courses, especially in mathematics and statistics. With support from USM under the First-In-The-World (FITW) project, CNMS developed a new non-calculus pathway for non-STEM majors, which has greatly improved pass rates. The Adaptive Learning in Statistics (ALiS) Study, which is another USM collaboration that focused on determining if there are any meaningful differences in outcomes for students who use the Acrobatiq tool in their introductory statistics course versus traditional teaching methods. CNMS has also taken the lead in organizing the various tutoring centers across the college and provided leadership in moving to validate a math placement test. The college is presently in the process of hiring an Associate Dean for Quantitative Literacy that will work across the departments with a goal of increasing student success in disciplines that rely on applying mathematical and statistical knowledge.

Transfer student success also continues to be a focus for UMBC, with the implementation of the EAB Transfer Collaborative to provide prospective transfer students with detailed information about the transferability of prior coursework, how these courses affect status to degree completion, and run scenarios to see how prior coursework can be maximized for degree completion at UMBC. The tool also allows the admissions team to better engage prospective transfer students during the pre-enrollment process. Additional efforts continue, including the awarding of the AA degree with our reverse transfer or "Credit When It's Due" campaign; our Transfer Student Network peer mentor program that includes monthly 1:1 mentor check-ins, free events and trips, opportunities to meet other transfers, and access to campus resources; and TRS classes, transfer success seminars, offered as part of the Academic Engagement and Transition Programs (AETP). CNMS is continuing its collaboration with AACC, CCBC, HCC, and MC focused on quantitative reasoning module development under an NSF-IUSE grant. This project focuses on improving transfer student success in biological science courses. In partnership with the Department of Professional Studies, CNMS continues to improve its Summer STEM offerings of core foundational science and math courses in condensed terms using active-learning innovations and academic support to assist students in reducing time to degree.

Finally, our Undergraduate Student Success Committee has funded several initiatives this year: 1) the Faculty Development Center will lead an initiative working with faculty in foundational courses in STEM and non-STEM area that have high DFW rates to implement high impact practices and improved pedagogy for student success; 2) an initiative to pilot and then implement a 90 earned credit degree audit sent to all students, faculty advisors and college offices that details exactly what requirements remain for each student; 3) increased funding for "near completers" who are within one semester of graduation and have no options for any financial aid; 4) a peer mentoring program for first generation students; and, 5) funding for applied learning experiences for students who want unpaid internships but cannot afford to take them.

Diversity. UMBC's commitment to intellectual, cultural, and ethnic diversity is one of the pillars of its institutional mission, and each year the university expends significant resources

to recruit, retain, and promote the academic success of its minority graduate and undergraduate students. As of fall 2019, 54.4% of undergraduate students are minorities (**Obj. 4.1 (M402)**), a value that places UMBC considerably higher than the average of its peers. Despite accomplishments with minority recruitment overall, success in recruiting new African American students has fluctuated unpredictably. Over the last two decades, the numbers of new African American freshmen have ranged from a low of 121 (8.3%) in fall 2002 to 307 (18.1%) in fall 2019. New African American transfer students numbered 256 in fall 2019, down somewhat from fall 2018, but a greater proportion of the group (23.6% vs. 22.7% in fall 2018). For fall 2019, 106 new freshmen and 59 new transfers identified themselves as "Two or More Races"; this new category that appeared in fall 2010 may account for trends in other race categories. There is also a much higher percentage of African American students among new transfers than among new freshmen (23.6% vs.18.1% in fall 2018). UMBC's target for enrollment of undergraduate African American students in FY 2019 is 17.5%; in fall 2019 it stands at 19.0%, well exceeding the target (**Obj. 4.1 (M401)**). The percentage of new freshmen who are Asian American increased from 15.8% in 1996 to 25.5% in fall 2019, and the percentage of undergraduates who are Asian American has grown from 12.9% in fall 1996 to 21.5% in fall 2019.

UMBC continues its vigorous efforts to attract qualified minority students. The UMBC Meyerhoff Scholars Program just celebrated 30 years and is now more than 1300 strong, with over 1100 alumni across the nation and over 300 students enrolled in graduate and professional programs. We also have: the Reception and Overnight for Academically Talented African American Students and the Reception and Overnight for Academically Talented Hispanic/Latino students.

Retention and graduation rates for our African American students tend to fluctuate more widely than for our overall student population, in part due to the relatively smaller population size for this group. This year, the one-year retention rate for African American students was again higher than the overall population (87.2% vs. 86.5%), but represents a slight decline compared to the prior year cohort (**Obj. 4.2 (M403)** vs. **Obj. 5.1 (M502)**). This year the graduation rate for African American students was lower than that for all undergraduates (65.9% vs. 71.0%) (**Obj. 4.3 (M404)** and **5.2 (M504)**). Early progress of our most current cohorts of African American freshmen leads us to believe that retention and graduation rates will continue to improve for this group, as well as the overall population. Efforts to improve retention and graduation rates, described in the previous section, can be expected to yield benefits for all of our students, including African Americans.

The College of Engineering and Information Technology received a bronze award, the current highest level possible, from the American Society of Engineering Education's Diversity Recognition Program. This award is part of the first round of recognitions for an engineering college's commitment to diversity and inclusion. UMBC is the lead institution for a five-year $1.3 million NSF grant "The AGEP Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically Underrepresented Minority Faculty in Biomedical Sciences." This grant builds on the success of the Postdoctoral Fellows for Faculty Diversity and the CNMS Pre-Professoriate Fellows program to develop, implement, study, evaluate, and disseminate a USM-wide model for diversifying faculty in the biomedical sciences.

The Center for Women in Technology (CWIT) will celebrate its 20th birthday this year and continues to be a vital partner in efforts to increase the retention and recruitment of women and other underrepresented groups in the College of Engineering and Information Technology (COEIT) at UMBC. In the 2018-19 academic year, CWIT served 103 undergraduate students in

three Scholars programs: 53 *CWIT Scholars*, 27 *Cyber Scholars* (funded by the Northrop Grumman Foundation), and 13 *Transfer Scholars in Information Technology and Engineering (T-SITE)* (funded by the National Science Foundation). Ninety-one percent of *CWIT Scholars*, 70% of *Cyber Scholars*, and 39% of *T-SITE Scholars* were women. Twenty-five percent of *CWIT Scholars*, 33% of *Cyber Scholars*, and 62% of *T-SITE Scholars* were from underrepresented minority groups. Since the *CWIT Scholars Program*'s inception in 2002, there have been over 300 Scholars across the three programs; over 90% have either completed or been retained in computing and engineering majors. CWIT also creates opportunities for girls to deepen their interest in computing and engineering through two overnight programs for high school girls interested in technology majors at UMBC: *Cyber 101* and *Bits & Bytes*. In September 2018, 22 high school girls attended *Cyber 101* and in February 2019, 21 high school girls attended *Bits & Bytes*. Additionally, in 2018-19 CWIT reached over 300 non-Scholar COEIT students through the *CWIT/Cyber Affiliates Program.* These students attended a wide variety of community building, academic success, and professional development events throughout the year, plus many participated in peer mentoring, served on event planning committees, volunteered at K-12 outreach events, and much more.

In 2014, the College of Natural and Mathematical Sciences (CNMS) worked with Provost Philip Rous to secure $18 million in NIH funding to launch the STEM BUILD at UMBC, a comprehensive STEM success initiative dedicated to institutional change, research enrichment, and targeted support of promising students receiving no other programmatic support. As part of STEM BUILD at UMBC, CNMS is designing an escalating series of group research experiences to explore ways to extend the benefits of faculty-mentored research experiences to more students. The first course, SCI 101 L: Quantitative Reasoning: Measurement and Skills Laboratory, was developed with support from a Hrabowski Innovation Award and offered in fall 2015. Also, CNMS launched the STEM Living and Learning Community in fall 2015 with 49 residents, making it the tenth and one of the largest LLCs at UMBC. In 2019, STEM BUILD 2.0 at UMBC was renewed at $14 million in NIH funding to focus on institutionalization of the best practices for student success. These include the STEM LLC, which now has almost 100 residents; a cross-college ethics course (PHIL 359) that meets NIH requirements; an aggressive advising team known as SMART (Science & Math Advising Resource Team); a science education research unit (SERU); an institution-wide Active Learning, Inquiry Teaching (ALIT) Certificate Program; an academic success center known as The Learning Collaboratory (TLC); and an escalating series of group research experiences and novel courses.

Student Learning Outcomes.   The Hrabowski Fund for Innovation continues to support, through a competitive process, innovations in teaching and learning proposed and developed by our faculty and staff. Since its inception, the fund has supported almost 30 instances of course redesign, novel approaches to teaching and learning and assessment. Student Learning Outcomes: Development, alignment, measurement, and analysis of student learning outcomes at the institutional, program, and course levels are supported by the Faculty Development Center (FDC), which under the leadership of Dr. Linda Hodges, has grown to include three permanent staff with expertise in innovative teaching and learning methodologies and assessment for learning. The associate director of the FDC consults with faculty and staff to extend a culture of authentic assessment focused on using learning data to improve student learning and assessment practices (closing the loop). Many programs have implemented elements of curriculum mapping, and the FDC has taken a leadership role in this initiative on campus and in national pre-conference workshops and presentations. Enhancing Assessment through Academic Program

Review: The FDC and the Provost's Office analyzed Academic Program Review self-studies from 2014-17 to determine how well programs were engaging the 2013 revisions to the Academic Program Review Guidelines. This double-loop analysis resulted in additional clarifications to the guidelines. Systematizing Assessment Data: The FDC continues to work to systematize assessment data by helping faculty to vertically align outcomes, by implementing a learning management system building block to program outcomes and extract learning data, and by seeking new technologies to aggregate direct measure data across programs and colleges. Collaboration with the director of instructional technology resulted in National Institution for Learning Outcomes Assessment Occasional Paper 35, which offers a taxonomy, process, and rubric to institutions struggling to systematize assessment data. Bridging Student Learning Outcomes and Student Success Analytics: UMBC continues to work to bridge outcomes and success data to build a future where learning analytics predictive models are informed by direct measures of student learning. FDC and instructional technology staff crafted a series of use cases to begin the design of a Learner Record Store, where educators can more easily access (and potentially dashboard in real time) the data they need to answer questions about student learning. Expanding Resources: The FDC website continues to offer assessment resources to guide faculty and staff, using the NILOA Transparency Framework as a model. Website materials reflect current best practices, so assessment has been embedded throughout the materials on pedagogy to emphasize assessment as a central element of teaching and learning.

Student outcomes are also assessed through feedback from alumni surveys. The most recent (2016) survey of bachelor's degree recipients one year after graduation confirmed continued high employment rates (**Obj. 1.1(M101)**) and high rates of student satisfaction with preparation for employment (**Obj. 1.2(M102)**). The percentage of students enrolling in graduate school was similar to the 2011 survey respondents, a decline from what was reported in the 2013 survey, but the percentage of graduates satisfied with the preparation for graduate school met the 2014 goal of 95% (**Obj. 1.3 (M103)** and **1.4 (M105)**). Finally, the percentage of all students employed or going on to graduate remained above 90%, but still falls below the goal of 95%. (**Obj. 1.5 (M106)**). Given relatively low response rates to Alumni Surveys, observed to be declining over time, UMBC also relies on data collected closer to the time of graduation by our Career Center for their First Destination Report. For the class of 2018, data were collected on 2,342 out of 3,325 undergraduate and graduate students, for a knowledge rate of 70%. They found that 87% reported employment, graduate/professional school, or both, with 77% of those employed obtaining jobs in Maryland. At the undergraduate level, 84% reported employment and/or graduate/professional school plans, while 93% of graduate students reported employment and/or further advanced studies. Of the 58% of undergraduates reporting employment, plus 17% reporting both employment and graduate study, 56% reported that they previously interned or worked for the same organization while at UMBC, and 86% reported they are in positions directly related to their career goals.

Faculty

Accomplishments. Faculty members comprise the core of a research university, and many at UMBC have distinguished themselves this year by receiving awards, fellowships, chair appointments and scholarships. Examples include USM BOR faculty awards, Presidential Professorships, ACE fellows, Fulbright scholarship, Marilyn E. Demorest Award, and Bearman Foundation to name a few.

Recruitment and Retention. Although new faculty hires have been aggressively pursued, and outstanding new faculty members have been recruited, promoted, and tenured over the past

several years, the net number of core faculty has continued to grow at a slow rate. Due to ongoing budget constraints, the majority of our recruitment efforts were devoted to filling faculty vacancies. As faculty members increasingly achieve national and international recognition, retention becomes a serious concern. Although faculty members leave for many reasons, we continue to lose faculty to other universities that can offer higher salaries, lower teaching loads, research support, and other prerequisites. In addition, approximately 20 percent of our tenured faculty are eligible for retirement. Thus, even maintaining the current number of tenured and tenure-track faculty is proving to be a challenge. We must continue to balance expenditures on recruitment of new faculty with expenditures in support of current faculty and other university needs.

UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. Through our combined efforts, 41% of our incoming tenure/tenure track faculty this year are from underrepresented minority groups. Four of these new faculty were converted to Assistant Professors from our successful Postdoctoral Fellowship for Faculty Diversity and CNMS Preprofessoriate Fellows programs. We have three new postdoctoral fellows, in CAHSS, with our fifth cohort (2019-2021). To date, UMBC has hired eleven fellows into a tenure-track position.

Resources and Economic Development

Facilities Renewal. UMBC has made progress under the BOR initiative to increase state funding for Facilities Renewal by .2% per year until the 2% target is achieved. After falling to .2% in FY 2010 from .7% in FY 2009, our percent of replacement cost expended in facility renewal and renovation increased modestly to .4% by FY 2014 and again to .75% in FY 2019 **(D1)**. Our percent of operating budget savings increased to 5.3% in FY 2019. This level of savings meets our goal of maintaining a rate of 2% by FY 2019 **(D2)**.

Economic Development. The expertise of UMBC's faculty and students leads to economic growth as measured in a number of ways. Through our Technology Center and Research Park, we have created 1,460 jobs in FY 2019 (**Obj. 3.2 (M302)**). The bwtech@UMBC Research Park consists of eight buildings, including multi- and single-tenant buildings and 3 incubators, spread out over 71 acres. The park houses over 95 companies with almost 99 affiliates. We also graduated 11 companies from our incubator programs in FY 2019 (**Obj. 3.1 (M301)**). Highlighted programs include those focused on the environment, cyber technology and security, the life sciences, and technology business incubation. An indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures made each year. We reported a three-year rolling average of 24.3 invention disclosures in FY 2012, compared to 28.0 as of FY 2019 (see **Obj.3.3 (M303)**).

RESPONSE TO MHEC

Commission Assessment: The Commission continues to focus its attention on equity gaps in

college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

UMBC, due to its nationally-recognized scholarship programs (e.g., Meyerhoff, MARC U*STAR), attracts a diverse population of promising students who begin their college experiences aspiring to complete majors in the life sciences and other STEM areas but graduate
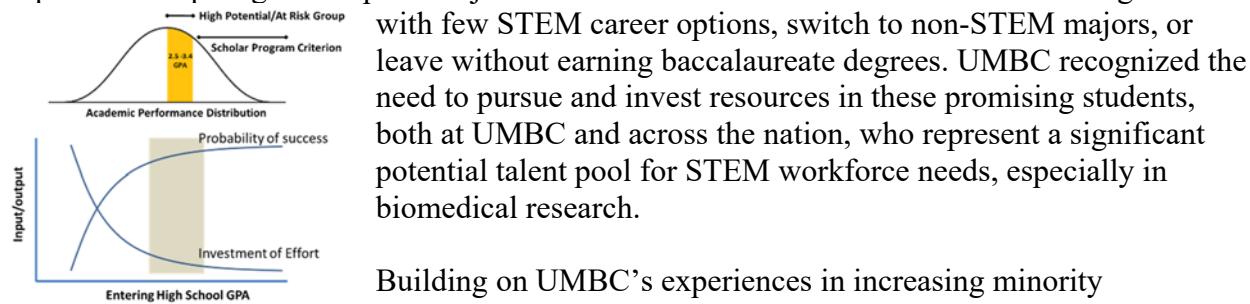
with few STEM career options, switch to non-STEM majors, or leave without earning baccalaureate degrees. UMBC recognized the need to pursue and invest resources in these promising students, both at UMBC and across the nation, who represent a significant potential talent pool for STEM workforce needs, especially in biomedical research.

Building on UMBC's experiences in increasing minority participation, a proposal to implement STEM BUILD at UMBC was funded by the NIH Diversity Program Consortium in 2014 to pilot and refine interventions to inform the creation of a comprehensive, multidimensional model for a public research university to increase the number of undergraduates from all backgrounds completing majors in the biomedical and behavioral sciences and entering graduate school and/or the STEM workforce.

The multi-prong STEM BUILD Initiative, which was recently funded for an additional five years, includes a two-year Active Learning Inquiry Teaching (ALIT) Certificate Program to support faculty development, a Science Education Research Unit (SERU) to innovate the field of STEM education, an eight-week BUILD a Bridge to STEM Summer Internship program that offers BUILD Group Research experiences to visiting community and other college students, and the BUILD Training Program (BTP) for promising UMBC undergraduates pursing STEM degrees. BTP is a research study investigating how to best support and retain promising first-year students. To identify participants, UMBC invites applicants planning to pursue STEM biomedical or behavioral majors (new MSAT $\geq$570 & HSGPA $\geq$3.0), and no other significant programmatic or scholarship support to complete online applications that include four essay questions. STEM BUILD staff review applications and use randomized control trial methodology to assign eligible applicants to one of three groups: 1) BTP, which includes

comprehensive programmatic and financial support; 2) STEM Living and Learning Community or LLC, which offers preferential placement in the LLC with programmatic support and monetary incentives for survey completion; or 3) BUILD Control, with monetary incentives for survey completion but no programmatic support.

The BUILD Training Program participants are required to live in campus housing during the academic year (STEM LLC in the first year) and must participate in an array of activities and coursework during their appointments. BTP Interventions, which are focused on capacity, scalability and sustainability, include:

- BUILD a Bridge to Success in Summer 1 and 2
- FYE 101 – Introduction to a Research University (1 credit)
- SCI 101L – Quantitative Reasoning: Measurement & Skills Lab (2 credits)
- Monthly all-cohort Community Meetings
- Supplementary BTP advising (weekly, biweekly or monthly),
- Support and guidance from BTP staff
- Attendance/Participation in three annual UMBC Research Symposia
- Peer Tutoring and Mentoring
- Classroom-based Undergraduate Research Experiences (CUREs)
- Responsible Conduct of Research Training
- Introduction to Research and Post-Bacc online non-credit curricula

The overarching goal of STEM BUILD at UMBC has been to create a comprehensive new model for a public university to engage students and help them develop the academic foundation, skills, experience and motivation to excel in science, engineering, and mathematics majors. The initiative continues to be conducted as a research investigation under the leadership of Dr. Kenneth Maton and Dr. Shuyan Sun to ensure that the initiative's outcomes can be disseminated, recognized, and utilized by others. The UMBC evaluation team conducts quantitative and qualitative evaluation activities, focused on the BUILD Training Program (BTP) Cohorts; the respective STEM LLC and comparison samples; the BUILD a Bridge to STEM Summer Internship (Affiliates), and UMBC faculty. In addition to the periodic local survey administrations of and focus groups with students, the UMBC evaluation team supports the administration of Higher Education Research Institute (HERI) survey measures through the University of California, Los Angeles.

As of May 2019, 93 direct-entry and transfer students participated in Phase I of the STEM BUILD Initiative with 20 additional direct-entry students recruited for Phase II.
Analyses from Baseline to End of Year 3 data show that:

- BTP serves as an effective pipeline for MARC U*STAR at UMBC with 6 BTP Trainees transitioning to MARC.
- The measures of Research Self-Efficacy and Science Identify of BTP Trainees in Cohorts 1 & 2 were statistically significantly higher than those of the LLC/Comp group ($p = .026$ and $p = .004$, respectively).
- The percentages of Cohort 1 & 2 Trainees with various research activities were statistically significantly higher than those of the LLC/Comp group.

Lessons learned during Phase I emphasized that effective communication between BTP staff and

student participants is critical and, also, that direct-entry, first year STEM majors are most suited for BTP recruitment and interventions. Additionally, it was learned that extreme caution is needed when adding any credit-bearing curricula to the existing requirements of STEM undergraduate majors. Other insights were that intra-cohort team-building provides many challenges and supplementary STEM advising is critical. It was also learned that many non-academic issues impact student success and these challenges require specific coaching and support. Most importantly, Phase I identified the STEM LLC with a staff coordinator as a sustainable model of delivering scalable interventions to first-year STEM majors (credit and non-credit bearing curricula, peer mentoring and tutoring, and camaraderie-building social or career-focused programming).

USM - University of Maryland Baltimore County

University of Maryland Baltimore County (UMBC) is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

VISION

An Honors University in Maryland, UMBC will be one of the nation's best public research universities of its size as it combines the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. UMBC will be known for integrating research, teaching and learning, and civic engagement so that each advances the others for the benefit of society.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Prepare students for work and/or graduate/professional school.

Obj. 1.1 Increase the employment rate of UMBC graduates from 84.5 percent in Survey Year 2017 to 85 percent in Survey Year 2020.

Obj. 1.2 Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 82.9 percent in Survey Year 2017 to 90 percent in SY 2020.

Obj. 1.3 Maintain the graduate/professional school-going rate for UMBC's bachelor's degree recipients at 40 percent or higher.

Obj. 1.4 Maintain the percentage of bachelor's degree recipients satisfied with the preparation for graduate/professional school at 95 percent or higher.

Obj. 1.5 Increase the percent of UMBC's bachelor's degree recipients employed and/or going to graduate/professional school from 91 percent in Survey Year 2017 to 95 percent in Survey Year 2020.

Performance Measures (Triennial Measures)	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Employment rate of graduates	N/A	N/A	84.5%	N/A	N/A	85.0%	N/A
Percent of bachelor's degree recipients satisfied with education received for employment	N/A	N/A	82.9%	N/A	N/A	90.0%	N/A
Graduate/professional school-going rate of bachelor's degree recipients within one year of graduation	N/A	N/A	34.9%	N/A	N/A	40.0%	N/A
Graduate/professional school-going rate of African-American bachelor's degree recipients within one year of graduation	N/A	N/A	46.2%	N/A	N/A	40.0%	N/A
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	N/A	N/A	94.6%	N/A	N/A	95.0%	N/A
Percent of bachelor's degree recipients employed and/or going to graduate/professional school within one year of graduation	N/A	N/A	91.0%	N/A	N/A	95.0%	N/A
Percent of African-American bachelor's degree recipients employed and/or going to graduate/professional school within one year of graduation	N/A	N/A	92.3%	N/A	N/A	95.0%	N/A

Goal 2. Increase the estimated number of UMBC graduates in key State workforce areas.

USM - University of Maryland Baltimore County

Obj. 2.1 Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 75 in fiscal year 2014 to 100 in fiscal year 2019.

Obj. 2.2 Increase the estimated number of UMBC bachelor's degree recipients in science, technology, engineering, mathematics (STEM) fields - areas that are key to success in the knowledge economy for the State of Maryland - from 997 in fiscal year 2014 to 1,125 in fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of undergraduates in teacher training programs	220	198	187	179	115	120	120
Number of post-bachelor's students in teacher training programs	240	147	135	161	108	110	110
Number of undergraduates completing teacher training program	46	35	31	34	26	27	27
Number of post-bachelor's students completing teacher training program	56	39	42	36	38	40	40
Percent of undergraduate teacher candidates passing Praxis II or National Teachers Examination (NTE)	100%	100%	100%	100%	100%	100%	100%
Percent of post-bachelor's teacher candidates passing Praxis II or NTE	100%	100%	100%	100%	100%	100%	100%
Number of undergraduates enrolled in STEM programs	6,212	6,315	6,272	6,438	6,708	6,658	6,675
Number of baccalaureate graduates of STEM programs	1,106	1,224	1,235	1,333	1,427	1,300	1,325
Rank in STEM bachelor's degrees awarded compared to peer institutions [1]	2nd	2nd	2nd	2nd	2nd	2nd	2nd

Goal 3. Promote economic development.

Obj. 3.1 Maintain through 2019 the number of companies graduating from UMBC incubator programs each year at four or more.

Obj. 3.2 Increase the number of jobs created through UMBC's Technology Center and Research Park from 1,200 in fiscal year 2014 to 1,300 in fiscal year 2019.

Obj. 3.3 Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 27.33 in fiscal year 2014 to 28 in fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Companies graduating from UMBC incubator programs	5	9	18	20	11	8	8
Number of jobs created by UMBC's Technology Center and Research Park	1,200	1,412	1,440	1,450	1,460	1,470	1,480
Three-year average number of invention disclosures	26.33	30.33	25.33	27.33	28	30.33	30.33

USM - University of Maryland Baltimore County

Goal 4. Enhance access and success of minority students.

Obj. 4.1 Increase the percentage of African-American undergraduate students from 15.8 percent in fiscal year 2014 to 17.5 percent in fiscal year 2019.

Obj. 4.2 Maintain a retention rate of African-American students at 90 percent or greater through fiscal year 2019.

Obj. 4.3 Increase the graduation rate of African-American students from 67.3 percent in fiscal year 2014 to 70 percent in fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent African-American of undergraduate students enrolled	16.4%	17.1%	17.4%	18.0%	18.2%	19.0%	19.2%
Percent minority of undergraduate students enrolled	46.3%	47.7%	49.3%	51.6%	52.9%	54.4%	54.5%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	94.5%	93.8%	87.6%	90.0%	87.2%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	61.2%	67.7%	61.9%	61.2%	65.9%	70.0%	70.0%

Goal 5. Enhance success of all students.

Obj. 5.1 Maintain a retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2019.

Obj. 5.2 Increase the graduation rate of UMBC undergraduates from 68.8 percent in fiscal year 2014 to 70 percent in fiscal year 2019.

Obj. 5.3 Maintain at least 100 Ph.D. degrees awarded through fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Ratio of full-time equivalent students to full-time instructional faculty	22.9	22.4	21.9	21.4	21.9	22.5	22.0
Second-year retention rate at UMBC (or another public university in Maryland) of students	91.0%	89.5%	87.1%	87.3%	86.5%	90.0%	90.0%
1 Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	9th	5th	5th	6th	4th	5th	5th
Six-year graduation rate of students from UMBC (or another public university in Maryland)	66.9%	66.7%	68.2%	66.4%	71.0%	70.0%	70.0%
Number of Ph.D. degrees awarded	100	82	88	94	81	90	90

Goal 6. Provide quality research.

Obj. 6.1 Increase the dollars in total Federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty from $110,900 in fiscal year 2014 to $135,000 in fiscal year 2019.

Obj. 6.2 Rank in the top half among public research peer institutions (10th in 2015) in average annual growth rate (5-year) in federal research and development (R&D) expenditures.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Total federal R&D expenditures in S&E per full-time faculty	$117,483	$114,954	$120,871	$123,242	$124,551	$131,000	$133,700
1 Rank among public research peer institutions in five-year average growth rate in federal R&D expenditure	10th	9th	8th	9th	3rd	5th	5th

Notes

1 The peer institutions used in comparison changed in 2015.

UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP)
2019 Managing for Results

Institutional Assessment

UMCP has an outstanding reputation as a public research university. It attracts and retains renowned faculty members and provides undergraduate and graduate students with affordable, accessible education that is one of the best in the nation. The University's talented and diverse student body averages the highest levels of achievement in our history. Research productivity has steadily increased over the last decade, and continues to grow as UMCP faculty pursue numerous high-impact research initiatives. UMCP collaborates with federal agencies, foundations, industries, and emerging companies to create and develop new knowledge and products and build the Maryland economy.

In 2008, the campus adopted a strategic plan, *Transforming Maryland: Higher Expectations*, and has been implementing it in phases since then. In FY16, the campus updated the plan with the endorsement of the University Senate. President Loh's Flagship 2020 Commission finished its work in FY16, delivering many proposed efficiency and effectiveness recommendations to the President in Spring 2016. The Administrative Modernization Program (AMP) began in 2015 studying a wide-range of opportunities to create operational and financial efficiencies across the campus. AMP has and will continue to incorporate these recommendations and has moved many of them to action. The campus remains focused on both university-wide and system-wide strategic priorities that continue to garner impressive results in the areas of undergraduate and graduate education, STEM competitiveness, research, innovation and entrepreneurship, international and corporate partnerships, fundraising, MPowering the State initiatives, environmental sustainability, and development of the Baltimore Avenue corridor. This report addresses key measures of the UMCP's progress in reaching institutional goals that reflect priorities of the *2017-2021 Maryland State Plan for Postsecondary Education*.

Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.

Student Recruitment. As the flagship of the University System of Maryland, our goal remains to attract, admit, and enroll a diverse, talented, and interesting class of students from throughout Maryland and around the world. To that end, the Office of Undergraduate Admissions implements targeted and personalized recruitment strategies. These include electronic and print communications; on-campus recruitment initiatives; and expansive national recruitment efforts conducted by campus-based, regional, and alumni recruiters. As a result, UMCP successfully enrolled a Fall 2018 entering freshman class with an average high school GPA of 4.28 and combined SAT scores of 1310-1460 among the middle 50% of the class.

Graduate Programs. The Excellence in Graduate Education Initiative experienced a decrease in time-to-degree completion. The FY07 doctorate cohort achieved a 70.4% 10-year completion rate. In FY19, the Graduate School provided 95 students with $905,000 in academic stipend support and 450 students with more than $170,000 to defray expenses incurred making conference presentations. It also awarded $216,000 to 94 students who demonstrated excellence in graduate education, and expanded the number of top applicants with six new Flagship

Fellowships and eight new McNair Graduate Fellowships. Additionally, 65 Flagship Fellows and 28 McNair Graduate Fellows received approximately $650,000 in stipends. The Graduate School provides programs with recruitment and retention funds under the Dean's Fellowship Program, which enables them to enhance funding packages, recruit excellent students, and support current students in degree completion. Approximately $5 million was awarded to 689 students via this program. The Graduate School provided workshops and seminars to support students and offered nine day-long Student Success Symposia, which each attracted more than 100 students.

Student-Centered Learning. The UMCP General Education Program continues to support innovations in teaching and learning. Faculty target learning outcomes that engage and motivate students as well as promote discussion of big questions that affect our world and reveal faculty research strengths. Faculty have increased project and team based learning that promote student engagement. All course categories have assessment rubrics that faculty can use to review student work according to the General Education learning outcome goals.

Retention, Graduation, and Closing the Achievement Gap. The Student Academic Success-Degree Completion Policy provides regular advising, four-year graduation plans, and benchmarks for majors. UMCP requires interventions for students on probation and students with a cumulative GPA less than 2.3. The Registrar's Office and academic units notify students who did not register for classes during their assigned dates to resolve outstanding issues (academic, financial, and advising). Individual colleges' mandatory advising requirements also aim to support students. The Student Success Office oversees reenrollment and works with those on probation and dismissal, setting conditions for reinstatement.

The Pre-Transfer Advising Program assists prospective transfer students, helping them develop an academic plan for successful transfer and estimating time-to-degree completion. The program worked with approximately 6,000 students in FY19, including those from local community colleges and out-of-state schools. The program's expansion in FY17 to include advisors at UMCP's four feeder community colleges (Prince George's, Montgomery, Southern Maryland, and Anne Arundel) led to better communication between the institutions, increased collaboration between academic departments, and streamlined the process for updating course equivalencies.

Since 2011, the Transitional Advising Program has provided high-credit undeclared students with resources to explore and declare a major in which they will be successful. In FY19, advisers met with 93 students, most of whom are moving from STEM majors to the humanities and social sciences. The Terrapin Success Plan assists academic probation students in understanding University policy and exploring barriers to success; 127 students were invited to participate. It includes an academic policy video, academic policy quiz, and self-assessment survey.

UMCP is also committed to better understanding and assessing other student-centered learning opportunities. UMCP compiled a list of programs aimed at closing the achievement gap and conducted a pilot of an ID swipe system that will allow merging learning outcomes data to student attendance records in order to better assess program activities. UMCP also initiated in-depth reviews of living-learning and other special programs.

Diversity. UMCP has undertaken several initiatives this year to improve equity, diversity, and inclusion (EDI). A Joint Senate/Presidential Task Force on Inclusion and Respect worked for most of the year and issued a set of recommendations for the campus in April 2018. A Campus Climate Survey provided information about the opinions of students, faculty, staff, and administrators. Campus-wide external benchmarking and review of EDI programs, activities, and resources resulted in a set of recommendations by nationally recognized external experts in EDI. A Hate-Bias Response Program, created in April 2018, now offers coaching, training and consulting to staff, faculty, students and departments across campus on responding effectively to hate-bias incidents. The program manager leads an interdisciplinary team responsible for receiving and assessing hate-bias reports and providing support to those impacted. An initiative led by the Office of Diversity & Inclusion will enhance existing and develop new programs focused on dialogue and discourse on diversity and inclusion. A Campus Landmark Walking Tour of Black History at UMCP explicates the complexity of racial politics and slavery as it has affected UMCP. The existence of the President's Commissions on Disability, Ethnic Minority, LGBT, and Women's Issues confirms this ongoing impact. Students directly benefit as part of an institution that promotes engagement, diversity and inclusion for all members of the community.

Innovation and Entrepreneurship. UMCP launched the Academy for Innovation and Entrepreneurship (AIE) in 2013 to bring real-world design thinking to the classroom and provide students opportunities to solve problems creatively across all disciplines. AIE works with faculty and programs to embed design thinking and lean startup concepts into courses. In FY18, over 17,000 students, almost half of all UMCP students, engaged in innovation and entrepreneurship in 290 courses, competitions, hackathons, and workshops. UMCP earned Top 10 rankings in Entrepreneur Magazine / Princeton Review's Best Colleges for Entrepreneurship for the fourth year in a row as a top school for entrepreneurship studies.

The Teaching and Learning Transformation Center (TLTC) provides faculty, students, and staff training, resources, professional development activities, and individualized consultation to transform their classrooms and careers. Accomplishments from TLTC's fifth year include: 20 newly redesigned campus courses affecting 1,500 students (26,000 across all cohorts since 2014); 1,500 faculty, graduate student, and staff participations in departmental events; 161 attendees at the Innovations in Teaching and Learning Conference; 282 graduate student participations in the University Teaching and Learning Program; and continued partnership with the Office of Faculty Affairs to support faculty teaching portfolios and peer reviews of teaching. TLTC's "Launch" faculty development program has 324 junior, tenure, and professional-track faculty enrolled, and its Academic Peer Mentoring program supports 105 courses with 414 peer mentors, affecting 9,400 students. TLTC also developed new massive open online courses (MOOCs), for a total of 40 courses, six specializations, one MicroMasters, 303,400 active learning sessions, 8,000 course completions, and $300,000 in UMCP revenue.

Quality of the Faculty. UMCP hired 75 new tenured or tenure-track faculty in FY19, 48% of whom are female and 39% of whom are Asian, Black/African American, Hispanic, or American Indian/Alaskan Native. UMCP faculty received three Fulbright Scholarships, one Sloan Fellowship, and three National Endowment for the Humanities grants. Two were elected Fellows of the American Academy of Arts and Sciences, three were elected members of the National Academies, and five began NSF CAREER award grants. UMCP continually strengthens faculty

development and diversity programs through workshop offerings for faculty and administrators, the Assistant Professor Diversity Hiring Initiative, the Senior Targeted Hiring Initiative, and the President's Postdoctoral Fellowship (now expanded to include up to 12 Fellows on campus appointed for up to two years). Additionally, UMCP now provides membership to the National Center for Faculty Development and Diversity for all faculty and graduate students. To further support the professional development of non-tenure-track faculty, UMCP continues to implement processes for promoting and awarding high-performing faculty regardless of eligibility for tenure, and sponsored the first PTK Symposium, a day of research sharing and networking for professional track faculty, now institutionalized as an annual event every fall.

The ADVANCE program supports the recruitment, retention, professional growth, and advancement of a diverse faculty that improves the work environment for all faculty. In the last academic year, ADVANCE facilitated five year-long peer mentoring networks; provided 1:1 career support through college ADVANCE Professors; worked with faculty search committees to attract diverse candidates and mitigate bias in hiring; facilitated leadership development for a diverse group of mid-career faculty; implemented an interactive theater workshop to increase the self-efficacy of allies; operated a dashboard with transparent career data for faculty; assisted departments in reforming faculty workloads to be more equitable and transparent; and initiated a Women's First event to honor women faculty trailblazers. Faculty who participate in core ADVANCE activities are more likely to be retained than non-participants. Over the last nine years, UMCP has seen a decrease in the percent of assistant professor women who resign pre-tenure, more similar rates of success and years to full professor between men and women, and three-fourths of leadership fellows program participants move into on-campus leadership roles.

Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.
<u>Affordability</u>. UMCP strives to keep high-quality educational programs affordable for Maryland residents. Awards from the UMCP's need-based grant program increased by 17% from FY17 to FY18. The Maryland Incentive Awards program continues to expand and fund low-income students from 22 Baltimore City and Prince George's County high schools. "Keep Me Maryland" addresses a significant increase in student appeals for emergency aid to remain in school and raised over $1.6 million for the neediest students. Seventy percent of students that apply for financial aid receive some form of assistance. Students who take out student loans graduate with an average debt of $28,511—just under the $28,650 national average. The Office of Student Financial Aid's special circumstances committee reviewed over 650 student appeals for additional aid in FY18 and provided some financial relief to 73% of those students.

<u>Accessibility</u>. UMCP is committed to providing Maryland residents with an accessible, affordable college education and continues to build undergraduate programs at regional centers such as the Universities at Shady Grove (USG) and the Southern Maryland Higher Education Center (SMHEC). Programs are for students who complete their first two years of coursework at a community college, thus reducing the cost to students to obtain a baccalaureate degree. UMCP's existing undergraduate Information Science major is now available at USG. A unique new engineering program in Embedded Systems and the Internet of Things will start in Fall 2020 using the facilities of the new Biomedical Sciences and Engineering Education (BSE) building. Two additional engineering programs, in Bioengineering and Mechatronics, are under

development. The College of Agriculture and Natural Resources is working toward expanding its offering in Agricultural Sciences and Technology at USG to support growth in the agriculture workforce in the surrounding counties. The College of Education continues to provide programming for teacher preparation to Montgomery and surrounding counties at USG. Two engineering programs (electrical and mechanical) are also in place at the newly christened University System of Maryland Southern Maryland Regional Center (USMSM) to support workforce development and autonomous vehicle research in Southern Maryland.

The Freshmen Connection (FC) Program enables freshmen admitted for the spring to take classes through the Office of Extended Studies and participate in activities in the fall before their spring enrollment. FC students have high retention rates, are academically successful, and graduate on nearly the same schedule as fall-term first-year admits. Year-to-year enrollments in FC are determined as part of the University's overall enrollment management strategy to balance the fall and spring first year and transfer populations, making best use of campus resources. In Fall 2019, FC will serve approximately 1,025 students.

Goal 3: Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.
Quality of Research Development. Research awards totaled approximately $500 million in FY19. This reflects UMCP's strengths in fields like environmental adaptation and sustainability; national and global security; advanced computing, artificial intelligence and machine learning; quantum science and technology; and human health. Notable grant achievements include a $175 million NOAA cooperative agreement to do work on environmental security and coastal impacts; an $8 million NIH grant to study the behavior of ticks and the spread of tick-borne disease; 12 NSF early career awards to researchers; and four Department of Defense equipment grants. New research initiatives include launching the Center for Machine Learning and the Quantum Technology Center and expanding relationships with corporate and federal partners. In April, UMCP opened the state-of-the-art Brendan Iribe Center for Computer Science and Engineering.

Economic Growth and Vitality. UMCP drives regional economic diversification and growth through leadership in innovation, research, education, and entrepreneurship. In FY2018, UMCP generated 181 invention disclosures, 36 U.S. patents, and launched five startups. To date for FY2019, eight new startups have launched based on UMCP technology.

Local Economic Development. The Discovery District, an award-winning research park, is home to dynamic academic and office spaces, public-private partnerships, and nearly 5,000 employees of the American Center for Physics, Food and Drug Administration, National Oceanic and Atmospheric Administration, Raytheon, and the US Department of Agriculture. UMCP welcomed the Capital One Tech Incubator, which has engaged more than thirty students in real-world machine learning and data analytics projects; Adobe Research Lab, which pilots software projects with students; the first WeWork location in Maryland and on a college campus; and several technology startups. In FY20, the Discovery District will house Hall CP (a food hall, event space, and concert venue) and 105,000 square feet of new office space. The Maryland Innovation Initiative bridges gaps between universities and commercial businesses. It funded five team projects totaling $575,000 and hosted 26 workshops attended by 286 attendees. Seven UMCP IP-based startups received Maryland Industrial Partnerships funding for further product

development. The Maryland Procurement Technical Assistance Center provided counseling to 588 new business concerns receiving 1,800 counseling hours and held 118 training events for 5,590 attendees. As of April 2019, 210 clients received almost $85 million in contract awards. The Small Business Development Center provided training to 6,300 entrepreneurs and small business owners; helped clients create 1,590 jobs statewide; assisted clients in obtaining over $121 million in loans or equity financing; and assisted entrepreneurs with staring 255 businesses.

MPowering the State. MPower is a strategic partnership between UMCP and University of Maryland, Baltimore (UMB). It creates multi-disciplinary, cross-university alliances. A major goal is to foster growth of Maryland's innovation economy through programs that fuel the state's reputation as an international, intellectual and commercialization leader. UM Ventures combines entrepreneurial resources to commercialize university inventions, launch university startups, and add jobs. Since 2011, 88 startups have been created. UM Ventures has assisted disclosures of 326 potential inventions from faculty, with 58 licensed to companies. The Institute for Bioscience and Biotechnology Research joins researchers in academia with corporate and government partners to develop solutions to health and scientific challenges, and to create economic development in Maryland. UMCP and UMB built a joint research proposal infrastructure to streamline shared proposal development and research administration. Faculty have submitted over 515 joint research proposals securing more than $165 million in new funding from external agencies. The Center for Health-Related Informatics and Bioimaging uses computational tools to support investigators at both universities and has won major funding in human health-related critical areas. The Center for Maryland Advanced Ventures promotes commercialization of high potential, university-based discoveries to spur economic development and job creation. It helps university-affiliated startups locate in Baltimore and manages the Maryland Momentum Fund, a $10 million fund investing in early stage USM-affiliated companies. The Center for Economic and Entrepreneurship Development increases workforce readiness through education in high-impact fields like neuroscience, augmented reality, biomedicine, data analytics, and cybersecurity.

Goal 4. Expand our Maryland family of alumni and constituents to achieve a network of support that is the hallmark of an outstanding research institution.
Support. In support of its Fearless Ideas campaign, UMCP hosted eight regional events that reached approximately 1,000 alumni and friends, 400 of whom were first-time attendees. Campaign communications reached nearly 100,000 alumni and parents. Despite fundraising challenges related to negative media coverage, UMCP raised $201 million, including 38 gifts of $1 million or more, and exceeded its FY19 fundraising goal of $200 million. At the close of FY19, UMCP had raised $1.12 billion for the Fearless Ideas Campaign.

Expanding the Maryland Family. In FY19, alumni donor counts declined compared to FY18. Traditionally, performance of solicitation efforts fluctuates due to changes in strategy and external influences. Negative media coverage during 2019 impacted the giving habits of some traditional donors and was felt most deeply in Athletics. Despite this, UMCP's Giving Day acquired nearly 5,700 total donors, a 30% increase over the previous year. General online giving continues to grow as social media advertising and retargeting assist acquisition strategies. Direct mail solicitations have slowed but remain a steady donor source. Donor acquisition and retention from the Tell-A-Terp call center increased thanks to operational and management improvements,

but contacting prospects via cell phones is more difficult with call blocking capabilities. A decline in Alumni Association memberships also contributed to the downturn in donor counts for FY19. The trend of more donations from fewer alumni is common across higher education; individual alumni giving rates have declined and that decline is expected to continue.

Goal 5: Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.

Increased Enrollment in Areas Targeted for Workforce Development. The College of Computer, Mathematical and Natural Sciences, A. James Clark School of Engineering, The College of Information Studies and School of Public Health continue to see increases in undergraduate majors. The College of Information Studies launched a new undergraduate major in Information Science in Fall 2016. It currently has over 700 majors and, with continued growth expected, is available at USG. In Fall 2019, new majors in Neuroscience and in Human Development will be initiated. In Fall 2020, UMCP expects to launch a new major in Immersive Media Design, increasing undergraduate expertise in augmented and virtual reality. Through the Governor's Workforce Development Initiative, UMCP is hiring faculty and supporting graduate assistants to increase our capacity in these and other critical areas.

According to the most recent 2018 Diverse Issues in Higher Education data, UMCP is a top producer of minority graduates in STEM fields. Nationally, UMCP ranks third and fourth in master's degree production for African Americans in engineering and mathematics respectively. UMCP ranks tenth in doctoral degree production in computer/information sciences and twelfth in doctoral degree production in physical sciences for Asian American students. UMCP also ranks twelfth in production of engineering doctoral degrees for those of two or more races. UMCP produces top graduates in non-STEM fields and ranks second in doctoral degree production for Asian American students in business/commerce, and third for all minorities in the same field.

In the First-Year Innovation & Research Experience (FIRE) program, students earn degree credit while engaging with faculty and peers in a yearlong development of skill sets in authentic inquiry, innovation, experimental design, and scholarly communication. Launched in 2014, FIRE served nearly 225 freshmen. In 2019, FIRE will serve over 600 undergraduates from nearly all majors through 17 research groups. Faculty-led FIRE research stream topics include physical, life, and computer sciences, engineering, social sciences, public health, arts, and humanities.

Teacher Education and STEM Production. As with other teacher preparation programs at state and national levels, UMCP teacher education enrollments have seen a decline. The College of Education has made significant curriculum changes in teacher preparation programs to increase the number of teachers in critical shortage areas (STEM, special education, and TESOL). In 2021, the College will add a new track to lead to dual certification in elementary and special education. UMCP also instituted measures to increase the number of STEM teachers, including shortening the time-to-degree completion for the MCERT program, which takes effect for the 2019 cohort. Ongoing collaboration with Prince George's County Public Schools and Prince George's Community College offers an innovative, grow-your-own teacher preparation program in middle school math and science. The first cohort of the Early Middle College program students will transfer as juniors to UMCP in Fall 2021 and graduate starting Spring 2023. The College also collaborates with Montgomery County Public Schools to help para-professionals

transition into teaching. The curriculum incorporates online, hybrid, and face-to-face delivery formats and focuses on special education or English learners. In 2019, the College will add a full-time position to coordinate teacher education recruitment and will significantly increase the amount of dedicated scholarship funds for prospective teacher candidates. Faculty expect these programmatic revisions, coupled with targeted recruiting efforts and scholarship allocations, to increase the number of individuals pursuing certifications in critical shortage areas.

Commission Question Response

Commission Assessment. The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s), and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Response. UMCP is committed to student success and has many programs and services designed to promote it. Targeted interventions include Academic Achievement Programs (AAP) whose mission is to facilitate access and to provide an opportunity for a college education to students who, if evaluated on traditional criteria, might not have access to UMCP. Another is the Office of Multi-Ethnic Student Education (OMSE) whose mission is to provide matriculation, retention, graduation and academic success to multi-ethnic undergraduate students. A third group is students who have earned below a 2.3 GPA and, thus, receive additional support to help avoid academic probation. Identified obstacles students served by these programs might face include a lack of information about the college experience and a lack of mentors. UMCP uses a variety metrics such as tracking retention and graduation rates, deriving student comparison groups to evaluate the impact of interventions, piloting card-swipe data collection to assess the effect of attendance at certain programs on outcomes, a yearly review process, focus groups with students, and student surveys. These efforts are collaborative across the intervention programs themselves, academic colleges, and administrative offices in order to best support students. Evidence used to assess and adapt the interventions are dependent on the specific program and its goals but may include 1-, 2-, or 3-year retention rates; 4- and 6-year graduation rates; success in required courses (such as math and English); and participation in programs such as study abroad or internships. All efforts aim to make the transition into and through UMCP more accessible, supportive, and efficient.

USM - University of Maryland, College Park Campus

MISSION

As the State's premier public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park campus (UMCP) serves the citizens of the State through three broad mission areas of research, teaching, and outreach. The University is the State's primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing highest quality undergraduate instruction across a broad spectrum of academic disciplines, and contributing to the economic development of the State.

VISION

The University of Maryland, College Park campus serves the citizens of the State by leading the ranks of the nation's premier public research universities. It is nationally and internationally recognized for the quality of its faculty and students, for its outstanding academic and research programs across the disciplines, for programs in the arts that are a national model of excellence and community involvement, and for outreach and service initiatives that are key resources for the well-being of the citizens of the State. UMCP provides the highest quality undergraduate education, noted for its breadth, depth and many special opportunities for students. Graduate education - the hallmark of a first-rate research university - includes, at UMCP, both professional and research degree programs overseen by a world class faculty whose interests span an extraordinary range of research and scholarship that is characterized by creativity, innovation, impact, and inclusiveness, and that attracts graduate students of the highest academic caliber from every ethnic and racial group.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Provide an enriched educational experience to our undergraduate students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.**

Obj. 1.1 Maintain or reduce the difference in six-year graduation rates between all students and African-American students from 6 percentage points in 2014 to at or below 6 percentage points in 2019.

Obj. 1.2 Reduce the difference in six-year graduation rates between all students and Hispanic students from 6 percentage points in 2014 to 5 percentage points in 2019.

Obj. 1.3 Create an ethnically and racially diverse community by achieving and maintaining a critical mass of at least 40 percent minority undergraduate students through increased recruitment and retention efforts of minority students between 2014 and 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage point difference in graduation rates from UMCP							
African-American students and all students	7	6	6	6	8	7	6
Hispanic students and all students	5	6	3 <1		6	5	5
Percentage of minority undergraduate students enrolled in UMCP	42%	43%	43%	43%	43%	43%	44%

Obj. 1.4 Maintain the second-year student retention rate of all UMCP students between 94.7 percent in 2014 to 95 percent or higher by 2019.

Obj. 1.5 Increase the six-year graduation rate for all UMCP students from 84.1 percent in 2014 to 85 percent by 2019.

Obj. 1.6 Maintain the second-year retention rate of all UMCP minority students from 95.1 percent in 2014 to 95 percent by 2019.

Obj. 1.7 Increase the six-year graduation rate for all UMCP minority students from 82.2 percent in 2014 to 83 percent by 2019.

Obj. 1.8 Maintain the second-year retention rate of African-American students from 93.6 percent in 2014 to 95 percent by 2019.

Obj. 1.9 Increase the six-year graduation rate for UMCP African-American students from 78 percent in 2014 to 79 percent by 2019.

Obj 1.10 Maintain the second-year retention rate of UMCP Hispanic students from 94.6 percent in 2014 to 95 percent by 2019.

USM - University of Maryland, College Park Campus

Obj 1.11 Increase the six-year graduation rate for UMCP Hispanic students from 77.7 percent in 2014 to 81 percent by 2019.

Obj 1.12 Increase the percentage of transfer students who graduate at UMCP from 60 percent in 2014 to 75 percent by 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Second-year freshman retention rate from UMCP: all students	95.7%	95.4%	95.3%	95.8%	95.2%	95.4%	95.6%
All minority students	95.8%	96.0%	95.8%	96.7%	95.7%	95.8%	95.9%
All African-American students	95.4%	96.7%	94.9%	95.1%	94.4%	95.0%	95.0%
All Hispanic students	93.3%	93.1%	95.9%	95.7%	92.7%	95.0%	95.0%
First-time freshman six-year graduation rate from UMCP: all students	84.6%	86.4%	86.6%	85.4%	86.2%	86.3%	86.4%
All minority students	82.9%	84.9%	85.3%	84.8%	83.7%	83.8%	83.9%
All African-American students	77.4%	80.9%	81.1%	79.5%	77.9%	79.0%	79.0%
All Hispanic students	79.9%	80.4%	84.1%	85.0%	80.2%	82.5%	85.0%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in Maryland)	71.0%	74.0%	76.0%	79.0%	81.0%	81.0%	81.0%

Goal 2. **Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.**

Obj. 2.1 Maintain or reduce the percentage of the class who default on federal loan programs below 4 percent between 2014 and 2019.

Obj. 2.2 Increase the six-year graduation rate for low financial resource students from 77 percent in 2014 to 82 percent by 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of borrowers in the class who enter repayment on federal loans and default prior to the end of the following fiscal year	2.8%	2.0%	2.0%	2.4%	2.1%	2.0%	2.0%
First-time freshman 6-year graduation rate from UMCP - UM Low Financial Resource Students	81.0%	83.5%	83.7%	80.5%	81.0%	85.4%	85.4%

Goal 3. **Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.**

Obj. 3.1 Increase total research and development (R&D) expenditures reported by the National Science Foundation (NSF) from $458 million reported in FY 2014 to $470 million in FY 2019.

USM - University of Maryland, College Park Campus

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Total R&D expenditures, as reported by NSF ($ millions)	$485	$506	$539	$549	$541	$557	$557

Goal 4. Expand our Maryland family of alumni and constituents to achieve a network of support that is the hallmark of an outstanding research institution.

Obj. 4.1 The total number of annual alumni donors to the University will increase from 20,503 in 2014 to 25,250 by 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Total number of annual alumni donors	23,324	23,428	23,935	22,141	20,737	25,250	25,250

Goal 5. Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.

Obj. 5.1 The percentage of UMCP alumni employed in Maryland one year after graduation will be maintained from 49 percent in Survey Year 2014 to Survey Year 2017.

Obj. 5.2 Increase the number of UMCP degrees in STEM fields (science, technology, engineering, and math) from 3,378 in 2014 to 3,650 by 2019.

Obj. 5.3 Increase the number of UMCP teacher education program completers from 337 in 2014 to 350 or higher in 2019.

Obj. 5.4 Maintain the percentage of UMCP students satisfied with education received for employment from 95 percent in Survey Year 2014 to Survey Year 2017.

Obj. 5.5 Maintain the percentage of UMCP students satisfied with education received for graduate or professional school at or above 97 percent between Survey Year 2014 and Survey Year 2017.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of UMCP graduates employed in Maryland one year after graduation (triennial measure)	N/A	N/A	48.9%	N/A	N/A	49.0%	N/A
Percentage of UMCP alumni employed full or part-time one year after graduation (triennial measure)	N/A	N/A	83.9%	N/A	N/A	84.0%	N/A
Number of UMCP STEM field degrees	3,563	3,717	3,981	4,399	4,812	4,850	5,000
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	311	352	295	280	244	350	350
Percentage of alumni satisfied with education received for employment one year after graduation (triennial measure)	N/A	N/A	91.9%	N/A	N/A	95.0%	N/A
Percentage of alumni satisfied with education received for graduate or professional school one year after graduation (triennial measure)	N/A	N/A	88.8%	N/A	N/A	97.0%	N/A

Mission

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land- Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World.

Overview

This is the fifth and final report for the 2015-2019 MFR cycle. Overall, student headcount enrollment at the University of Maryland Eastern Shore (UMES) continued to experience a very significant decline from 3,906 (fall 2016) to 3,199 (fall 2018), including six students enrolled in non-credit bearing courses. Undergraduate headcount enrollment declined from 3,278 in the fall of 2016 to 2,603 in fall 2018, a decline of 20.6%. Meanwhile, the graduate headcount also experienced a decline of 5.1% from 628 to 596 during the same period. Enrollment decline notwithstanding, UMES has continued to maintain a diverse student population during the period of this report, with student enrollments from 23 Maryland counties and Baltimore City; 30 states in the United States (including the District of Columbia), Puerto Rico, and Virgin Islands; and 40 foreign countries.

UMES' strategic priorities continued to be guided by five goals that focus on high quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. The 2011-2016 Strategic Plan that has been extended to 2019 complements and supports the current Maryland's State Plan for Postsecondary Education three priority themes: (1) providing equitable access to affordable quality postsecondary education for all Maryland residents, (2) promoting and implementing practices that will ensure success, and (3) fostering innovation in all aspects of Maryland higher education to improve access and success.

Accountability Goals, Objectives, and Performance Measures

As in previous years, UMES 2011-2016 (extended to 2019) strategic plan's five goals have guided the Managing for Results (MFR) effort over the course of AY 2018-2019. The aggressive agenda of the plan sets the course for progress and advancement in the following five key areas:

(1) *Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce* (**MFR Objectives 1.1, 1.2, and 1.3**) provide insight into preparedness of graduates.

UMES is consistently reviewing its program offerings to ensure that it meets effectively the needs of its students and other stakeholders. In fall 2018, a total of 140 students were enrolled in the three-year Doctor of Pharmacy program (i.e., a decline of 19.5% from fall 2017 enrollment of 174). Sixty two (62) of these students graduated with the Doctor of Pharmacy Degree in spring of 2019, an increase of 21.6% on the 51 spring 2018 graduates. In addition Pharmacy student first time pass rate in the North American Pharmacist Licensure Examination (NAPEX) has consistently been very high. In 2018 UMES' pass rate of 96.2 was above the national average (89.5%) and the highest among schools of Pharmacy in Maryland (i.e., Notre Dame of Maryland University and University of Maryland at Baltimore) and HBCU Schools of Pharmacy nationally. Despite the overall decline in enrollment, UMES experienced some growth from fall 2017 to fall 2018 in General Agriculture (50 to 58), General Studies (117 to 142), Construction Management and Technology (55 to 74), Career and Technology Education (18 to 28), Cybersecurity (14 to 19), and for research/scholarship doctoral programs in Education Leadership (45 to 48). UMES continued to meet the threshold degree awards (20 research/scholarship degrees) for the Carnegie Classification of Doctoral Research University. In fact, effective 2019, UMES was reclassified as Doctoral University (High Research Activity).

(2) *Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness* (**MFR Objectives 2.1, 2.2, 2.3, and 2.4**) monitor the value that UMES provides and include measures regarding access to higher education for many citizens of the State of Maryland.

The fall 2018 student and faculty profiles indicate that UMES continues to be among the most diverse HBCU campuses in the University System of Maryland (USM), and in the nation. The ethnic distribution of undergraduate students for fall 2018 was: Black 69.9%, White 10.5%, Asian 1.7%; Hispanic 4.0%, Foreign 2.9%, Two or More Races 4.1%, and unknown race 6.5%. In addition, 77.9% of the students came from the 23 Maryland counties and Baltimore City, with Prince George's, Baltimore City, Wicomico and Montgomery Counties accounting for 22%, 9.0%, 8%, and 8% of the enrollment, respectively.

(3) *Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to effectively lead and compete globally* (**MFR Objectives 3.1 and 3.2**) will monitor progress towards sustained growth in providing education and employees in areas of critical workforce needs in the state and nation.

UMES recognizes the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. In the area of training of teachers, UMES has maintained a 100% pass rate in PRAXIS II over the past twelve years (i.e., 2006-2018). Recognizing the important role of STEM in promoting innovation, UMES also pays close attention to the production of STEM graduates. In AY 2018-2019 UMES awarded 166 STEM degrees, representing an increase of 67.7% on AY 2017-2018 awards.

To address the issue of producing a globally competent citizenship, UMES continues to support a comprehensive international program through three cooperative agreements between UMES and the U. S. Department of Agriculture. UMES provides technical assistance to the U. S. Agency for International Development (USAID). In AY 2018-2019, UMES provided four long-term advisors assigned to USAID offices in Washington DC. These individuals provide technical assistance and training to several developing countries including those in Africa.

(4) *Enhance academic and administrative systems to facilitate learning, discovery and community engagement to gain national and international eminence* (**MFR Objectives 4.1, 4.2, 4.3, and 4.4**) helps gauge the University's growth and student success as demonstrated by retention and graduation rates.

The University of Maryland Eastern Shore continues to be proactive in its approach to online learning and enrollment in distance education. While students continue to benefit from traditional face-to-face instruction as they have done in the past, they also have Blackboard as an additional resource for communication. Currently, enrollment for the only online program in Cybersecurity has increased its enrollment from 14 in AY 2017-2018 to 19 in AY 2018-2019. Meanwhile, UMES continues to provide students opportunities for taking on-line, web-assisted and web-based courses. In AY 2018-2019, 1,700 students took online or web assisted courses, representing a decline of 9.7%, consistent with the decline in overall student enrollment (see objective 2.3 of MFR matrix).

(5) *Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise* (**MFR Objectives 5.1, and 5.2**) monitors UMES' progress as it maintains its legacy as an 1890 Land-Grant institution and maintained its Carnegie Doctoral University (High Research Activity) classification obtained in 2016 and upgraded in 2019. This reclassification means that UMES is maintaining its status among thr335 Doctoral Universities (i.e., 7.5%) out of 4,464 higher education institutions in the nation. In AY 2018-2019, UMES awarded 24 research/ scholarship doctorates, and therefore continues to meet the threshold number of awards for its current classification.

In an effort to manage university resources efficiently and effectively, UMES continues to encourage all its divisions, departments, and operational units to pursue aggressively external public and private funds to support the academic enterprise at the University. UMES continues with its efforts to raise funds through grants and contracts and donations from friends and alumni of the University. In FY 2019 UMES raised $17,194,526, representing an increase of 10.4% in grants and contracts from FY 2018; and $1.4 million in donations and gifts, falling short of the target of $2 million by 30%. Meanwhile, UMES achieved budget savings of 3.0%, far exceeding its annual target of 1% in cost savings in FY 2019.

Institutional Assessment

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*

For your institution, please describe: 1) one or more underlined targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

UMES Response

Targeted Interventions

Two targeted interventions utilized by UMES to enhance student enrollment and success reviewed in the sections below are First-Year Experience (FYE) and the Future Outstanding Cohorts of University Students (FOCUS).

First-Year Experience

The Center for Access and Academic Success (CAAS) delivers and manages the ***First-Year Experience (FYE)-Hawk Mentor Partnership, called "Comprehensive Retention Initiatives for Student Success***" (**C.R.I.S.S**) intervention. This initiative has had a significant impact on the mission of the University of Maryland Eastern Shore in facilitating and supporting first-year students with a successful transition into the University of Maryland Eastern Shore (UMES). The mentoring aspect encourages and promotes the personal success of first-year students at the university by establishing collaborative partnerships between new and upper-class students. Students are encouraged to integrate socially and culturally into the campus community, to assist in gaining valuable academic skills through a supportive network of experienced and informed mentors. The mentors' influence, particularly on first-year students and sophomores, assists in enrollment and retention efforts by helping students acclimate to the campus community and identify support resources.

All first-year students are assigned an upper-class mentor upon entering UMES. Through a series of engagements, mentors meet with first-year students periodically to assess their transition into the campus community. Through carefully crafted engagements such as (1) FYE Seminar course, (2) Academic Retention and Success Strategies (ARSS) course (3) academic skill-building seminars/workshops and (4) group chat sessions ("Real-Talks"), first-year students are provided 1:1 and group intervention critical to the first-year experience. In addition, CAAS conducted a total of 6 forums for all first-year students during the academic year: 1) Study Abroad, 2) Cultural Self-Awareness, 3) The Freshman Finale Art Showcase, 4) Civic Engagement, 5) Financial Literacy, and 6) Building Your Brand.

In support of the FYE and ARSS courses, 17 peer mentors were assigned to 46 sections of the courses. The mentors attended weekly courses, provided support for class and were liaisons between CAAS and the instructor. The mentors contributed to the success of the course by bridging the gap between students and instructors. Mentors participated in and led discussions, delivered important university and departmental information, encouraged student participation and class attendance, connected students to the CAAS, assisted first-year students with course selection, and supported the overall success of students within the class and beyond by acting as ambassadors of the university and role-models to first-year students. During the semester, one lecture is provided by the FYE mentor on the topic of **"REAL (*Relevant Educational Active Learning*) Talk on the Road".** This session is designed to address student academic and social issues from a peer perspective. Lastly, mentors reach out and connect with students in a personal way. During the Fall 2017 and Spring 2018 terms, mentors spent over 1,300 contact hours with first-year students both face to face and through group emails, group texts/text messages, phone calls, letters/post cards, social media, CAAS visits, peer mentoring meetings, and referrals (advising, tutoring,

counseling).

As a result of engaging students as cohorts in the FYE courses and having upperclassmen as mentors, the intervention effectively provides peer guidance and support to first-year students. Data collected from the intervention showed that a majority of students (93% in fall 2017and 94% in spring 2018) participating in FYE courses achieved grades of C or better.

The FOCUS (Future Outstanding Cohort of University Students) Academic Probation Program
The Future Outstanding Cohort of University Students (FOCUS) Partnership Agreement is another intervention that is coordinated through the Center for Access and Academic Success (CAAS). This comprehensive program is an extension of retention programs and services offered in the department. The FOCUS program includes the following components:

- Academic coaching/advising – providing students with the chance to work individually with a CAAS coach to enhance their academic skills, gain confidence, discover motivation, and improve performance. Students schedule 30-minute block appointments with a CAAS coach at least twice each semester.
- Facilitating workshops for all students but primarily intended for FOCUS students – Workshops are designed to expand students' knowledge in areas related to: study skills, note-taking, test anxiety, learning styles, time management, and relationship building.
- Providing services such as tutoring and mentoring – providing free tutoring for all students who may need additional assistance outside the classroom. Approved tutors who have demonstrated mastery of certain subject areas assist students with questions and study skills. Peer mentors serve as role models and are a resource for first-year students.

Impact Evaluation
At the beginning of the fall 2017 semester, there were a total of 79 FOCUS students identified. By the end of the semester, the number of registered students reduced to 78 due to one withdrawal from the university. At the start of the spring 2018 semester, there were 179 FOCUS students identified, but at the close of the semester, the number decreased to 164 due to 15 withdrawals from the university.

Study time was the most utilized service by the FOCUS students in CAAS in fall 2017 and spring 2018. For the fall 2017 semester out of 627 visits, 370 (59%) of the visits were for study time, and the number of visits for the spring 2018 increased to 843 (i.e., 128%increase) for study time. For fall 2017, 101 (16%) of the visits by FOCUS students were for academic coaching, with a slight increase to 258 (20%) in spring 2018.

More than half (53%) of the students enrolled in the Academic Retention and Success Strategies (ARSS) course received a satisfactory score for the course outcome and a higher cumulative GPA than those who did not. This indicates that student performance in ARSS 188 course can improve for students who show up for class and complete assignments. Although the average cumulative GPA for ARSS participants and non-participants were not significantly different, comparing the students who achieved academic standing both in and out of the ARSS course, the ARSS students fared better than the non-participants. There was a 16% difference in the average GPA between students in FOCUS than for non-participants.

CAAS' goal is for 100% of the FOCUS students to achieve satisfactory academic standing. Although this goal has not been achieved to date, more than half of FOCUS students (63%) visit CAAS for academic coaching and other center services. Consequently, CAAS' meetings with students provides the Center with opportunities to identify factors that contribute to their social and academic integration and inability to reach their goals. Meeting with the FOCUS students individually enables the coaches to identify strategies that would redirect students on a path to academic success. Additionally, augmenting the academic coaching component with the ARSS 188 course allows coaches to interact with the students in a group dynamic, thus providing additional support via fun and engaging activities.

Academic Quality
Accreditation and Licensure
UMES Physical Therapy students have achieved a 100% pass rate in the National Physical Therapy Exam (NPTE) for five years in a row and the program has recently been reaffirmed by the American Physical Therapy Association (APTA). The next APTA evaluation visit will be in 2027. UMES has also continued to be successful with its teacher licensure assessments. For twelve consecutive years (i.e., FY 2006 - FY 2017), UMES has reported 100% pass rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (see **Objective 1.1).** Such a significant performance in licensure examinations is the result of new and innovative programming to better assist students to prepare for the examination. For example, the teacher education computer

laboratory continues to provide all students with an opportunity to review and study in an innovative and conducive environment for learning.

Apart from the reaffirmation of accreditation by the Middle States Commission on Higher Education, UMES has maintained its reaffirmation of professional program accreditations for Chemistry, Education, Engineering, Pharmacy, Physical Therapy, Human Ecology, Rehabilitation Services, Golf Management, Technology, Hospitality and Tourism Management, Business Management, Accounting, Marketing, and Finance. In addition, UMES has maintained its Research Carnegie Classification and was upgraded to Doctoral University (High Research Activity) from Moderate Research Activity effective 2019. Consequently, UMES continues to be one of only 335 research institutions out of 4,464 colleges and universities in the nation.

Faculty

Faculty members are key to the success of any postsecondary institution's mission. UMES is fortunate to have academically strong, diverse, and dedicated faculty that are committed to helping students, many of whom are economically disadvantaged and first generation, to succeed in their studies, as well as engaging in scholarly and outreach activities, and leveraging resources to support the work of the University. The proportion of UMES full-time tenure and tenure track faculty with terminal degrees in their respective disciplines was 93% in FY 2019. Evidence of a high quality faculty is also provided by students through the evaluation of instruction survey. For example, in spring 2018 a majority of students (92%) indicated that their instructors made clear what was expected of students in their courses.

UMES continues to make a significant contribution to the State of Maryland by reaching out to first-generation college students and maintaining its commitment to the representation of this group. In the fall of 2017, demographic information on undergraduate students confirmed that 30% were first generation (**Objective 2.1**). Also, 54% of UMES students were economically disadvantaged. In addition, overall student diversity continues to be strong at UMES where over 40 countries are represented (**Objective 2.2**) and 30% of the fall 2018 undergraduate enrollment was non-African American students. UMES also continues to serve a significant number of Maryland residents. In fall 2018, 77.9% of the student population (graduate and undergraduate) was Maryland residents and Prince George's County (22%), Baltimore City (9%), Wicomico County (8%) and Montgomery County (8%) accounted for most of the in-state enrollment. Faculty diversity at UMES is strong. A breakdown of full-time faculty by race reveals that 37.6% are African American, 36.9% White, 14.8% Asian, 4.0% Foreign, 4.0% Hispanic, 0.1% Native Hawaiian, 1.3% two or more races, and 1.3% unknown or other races. UMES has been ranked #2 in instructional faculty members' race and ethnic diversity among 4-year public institutions by the Chronicle of Higher Education's Almanac 2019. Its unique programs (e.g., Hospitality & Tourism Management, Physical Therapy, Engineering, and Pharmacy); and relatively low in-state cost of education (i.e., in-state tuition and fees amounting to $8,558 per annum in FY 2019) continued to be major attractions.

Enrollment in Distance Education and Off-Campus Courses

The University of Maryland Eastern Shore continues to offer a significant number of its students opportunities for taking online and distance education courses (**Objective 2.3**). In the fall of 2018, 1,700 students enrolled in online or distance education courses, a decrease of 9.7% over its fall 2017 enrollment of 1,882. The Office of Instructional Technology utilizes a set of guidelines and standards for fully online courses and continues to provide training and functional assistance for faculty. UMES uses both online and hybrid course formats and a majority of students continue to attend traditional classroom sessions as they have done in the past, but also have WebCT/Blackboard as an additional resource.

Although traditional classroom time is still deemed necessary, students benefit from having more flexible schedules for completing their work, including the development of abstract thinking skills, and from the fulfillment of great technical responsibility, consistent with the needs of Generation Z. Students and faculty will continue to be jointly responsible for using alternative learning and teaching styles consistent with current web technology. The target of 3,000 students taking online courses by 2019 has not been reached, in large part because of declining enrollments (**Objective 2.3**).

Enrollment, Retention and Graduation Rates

For the third year in a row UMES experienced a very significant drop of 8.4% in enrollment of both undergraduate and graduate students from 3,492 (fall 2017) to 3,199 (fall 2018). Reasons for the low enrollment continue to include, but are not limited to turnover in enrollment management personnel, a large number of students who were on academic probation that were unable to improve their academic standing, low second-year retention rate that decreased slightly from 65% (fall 2016 cohort) to 63% (fall 2017 cohort), and unsuccessful efforts at recruiting more

transfer students.   In response to these challenges, the President enhanced the UMES organizational structure by creating a new Division of Enrollment Management and appointing a vice president to lead the student enrollment, retention, and success efforts of the university, supported by new directors of Admissions, Financial Aid and the Center for Access and Academic Success (CAAS) and Student Life/Housing. In addition, a revitalized Enrollment Management Taskforce that meets at least once every month will monitor student enrollment, persistence and success. Staffing challenges notwithstanding, increasing enrollment at both undergraduate and graduate levels continues to be a top priority for all divisions and operational units at UMES. (**Objectives 4.1, 4.2, 4.3 and 4.4**).

Maryland Workforce Initiatives and Partnerships

UMES has been experiencing a steady decline in enrollment overall, but especially in education programs. However, UMES remains aware of the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. The decline notwithstanding, the university is committed to providing support for aspiring pre-service teachers and those returning for training at the advanced levels. During the 2018-2019 academic year, the Education Department continued to provide students scholarships through six scholarship awards: Hazel Endowment, Frank J. Trigg Scholarship Fund, Whittington Scholarship, Allen J. Singleton Scholarship Fund, Melvin J. Hill Teacher Education Fund, and Nicole Dobbs Teacher Development Fund. Other recruitment strategies include (1) having a designated faculty member to work closely with Maryland Teaching Academies to create a pipeline of student who are interested in education to consider UMES; (2) participating in Recruitment Fairs. For example, education faculty and staff attended Recruitment Fairs in Anne Arundel County, Baltimore County, and Wicomico County during this MFR's reporting period; (3) creating and implementing two Special Education certificates (Upper division Undergrad and a Post Baccalaureate) to increase interest in Special Education; (4) strengthening support for students who struggle to pass the required admission test. UMES uses a team approach that includes experts in the field. For example, Counselor Education faculty members help with test anxiety, Math faculty help with Math content, and a Reading faculty member helps with reading strategies and test taking skills. In addition, an advising coordinator supports students in test preparation, using a computer-based program as they prepare for their tests.

In AY 2019 UMES awarded 508 bachelor's degrees representing an increase of 5.4% on its AY 2018 awards. Consequently, UMES continues to make a significant contribution towards Maryland's goal of 55% of Marylanders having a college degree by 2025. In addition, during this reporting period UMES awarded 166 STEM degrees that are critical to innovation. Also, UMES' six-year graduation rate for the 2013 cohort of 41% is the highest in twenty years.

Cost Containment Efforts in FY 2019

In an effort to manage university resources efficiently and effectively, UMES continues to encourage all of its divisions, departments, and operational units to aggressively pursue savings to minimize costs which will have a favorable impact on the University's budget. Through projects such as energy conservation programs, reevaluating technological needs, and reengineering business process, the University of Maryland Eastern Shore achieved budget savings of 2.18% or $2.14 million (unrestricted funds), exceeding its annual target of 1% in efficiency and effectiveness cost savings for 2019.

Summary

During this reporting period of MFR, UMES continued to experience a decline in student enrollment and persistence, two critical areas for fulfilling its mission. The reorganization of the Division of Student Affairs into the Division of Enrollment Management and Student Experience will provide a one-stop shop for student services from enrollment to completion. Overall, the University of Maryland Eastern Shore has made some progress in meeting its Managing for Results (MFR) goals and objectives during the period of this report. Academic quality is demonstrated by consistently high performance on national certification examinations such as the PRAXIS II, Pharmacy, and Physical Therapy; the number of accredited/reaffirmed academic programs (i.e., 26 programs) or in the pipeline for accreditation, and the increase in six year graduation rate to 41%, the highest in 20 years, and 166 STEM awards in AY 2019, are significant accomplishments. UMES' Carnegie reclassification from Doctoral University (Moderate Research Activity) to Doctoral University (High Research Activity) is also significant. In addition, UMES continues to fulfill its mission of providing access to under-served, low-income (54%), and first generation (30%) students who are projected to be the main source for recruitment by postsecondary institutions in the future confirms that UMES remains faithful to its mission. Also, UMES continues to be among the most diverse in its student and faculty profiles among Maryland's public postsecondary institutions and in the nation. This is

confirmed by its being ranked # 2 in instructional faculty race and ethnic diversity among 4-year public institutions in the nation by the Chronicle of Higher Education Almanac. UMES continues to contribute significantly to Maryland's goal of having 55% of Marylanders with a college degree by 2025. The number of bachelor's degrees (508) awarded in AY 2018-2019 demonstrates UMES' continued commitment to supporting the State's goal.

MISSION

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the nation, and the world.

VISION

UMES moves into the twenty-first century poised to become a Carnegie Doctoral Research University and a Four-Year 3 classified institution. As an 1890 Land-Grant University, it continues to be accessible to all groups, especially those of disadvantaged backgrounds. The University's faculty members are well-respected scholars and artists who contribute to the University's productivity and to their professions in areas of learning, performance, teaching, research, and service. With this firm infrastructure, the University is committed to sound academic quality and development of values-based leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Sustain, design, and implement quality undergraduate and graduate academic programs to meet the challenges of a highly competitive and global workforce.

Obj. 1.1 Maintain a minimum passing rate on the Praxis II of 95 percent.

Obj. 1.2 Increase the percentage of students expressing satisfaction with job preparation from 76 percent in 2014 to 90 percent in 2019.

Obj. 1.3 Maintain the percentage of students expressing satisfaction with graduate/professional school preparation at a minimum of 90 percent in 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percentage of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%	100%	100%	100%
Percentage of students satisfied with education received for employment (triennial measure)	N/A	N/A	77%	N/A	N/A	80% NA	
Percentage of students satisfied with education received for graduate/professional school (triennial measure)	N/A	N/A	82%	N/A	N/A	85% NA	

Goal 2. Promote and sustain access to higher education for a diverse student population.

Obj. 2.1 Maintain the percentage of first generation students at a minimum of 40 percent through 2019.

Obj. 2.2 Maintain the percentage of non African-American undergraduate students at a minimum of 25 percent through 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Total undergraduate enrollment	3,571	3,743	3,278	2,862	2,603	2,603	2,655
Percentage of first-generation students enrolled	55%	48%	50%	41%	30%	40%	40%
Percentage of non-African-American undergraduate students enrolled	28%	27%	26%	27%	30%	27%	27%

Obj. 2.3 Increase the number of students enrolled in courses using distance education technology from 1,852 in 2014 to 3,000 in 2019.

Obj. 2.4 Increase the number of students enrolled in courses at off-campus sites from 247 in 2014 to 300 in 2019.

Obj. 2.5 Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of students enrolled in distance education courses	1,973	2,309	2,150	1,882	1,700	2,016	2,440
Number of students enrolled in courses at off-campus sites	279	281	241	225	269	274	280
Percent of economically disadvantaged students	57%	54%	56%	53%	54%	43%	43%

Goal 3. Enhance quality of life in Maryland in areas of critical need to facilitate sustainable domestic and international economic development.

Obj. 3.1 Increase the total number of teacher education graduates from 18 per year in 2014 to 30 per year in 2019.

Obj. 3.2 Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 133 in 2014 to 190 in 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Undergraduates enrolled in teacher education programs	31	30	27	15	15	17	17
Students who completed all teacher education programs	23	27	16	20	7	11	11
Number of graduates of STEM programs	128	160	118	99	166	169	173

Goal 4. Redesign and sustain administrative systems to accelerate learning, inquiry, and engagement.

Obj. 4.1 Increase the second-year retention rate for all UMES students from 73 percent in 2014 to 80 percent in 2019.

Obj. 4.2 Increase the six-year graduation rate for all UMES students from 39 percent in 2014 to 50 percent in 2019.

Obj. 4.3 Increase the second-year retention rate for all African-American students from 73 percent in 2014 to 80 percent in 2019.

Obj. 4.4 Increase the six-year graduation rate for African-Americans from 38 percent in 2014 to 50 percent in 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	77%	73%	63%	68%	66%	67%	69%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	44%	38%	43%	45%	46%	47%	48%
Second-year retention rate at UMES (or another public university in Maryland) for African-American students	78%	73%	63%	68%	67%	68%	70%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	44%	39%	44%	46%	45%	46%	47%

Goal 5. Efficiently and effectively manage University resources and pursue public/private funds to support the enterprise.

Obj. 5.1 Raise $2 million annually through 2019.

Obj. 5.2 Maintain a minimum of 1 percent efficiency on operating budget savings (e.g., rate of operating budget savings achieved through efficiency measures) through 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Campaign funds raised ($ millions)	$2.4	$2.3	$3.4	$1.7	$1.4	$2.0	$2.0
Percentage rate of operating budget savings	1.0%	2.3%	2.3%	3.0%	2.2%	1.0%	1.0%

University of Maryland Global Campus
2019 Performance Accountability Report
Managing For Results

Mission
Effective July 1, 2019, University of Maryland University College's name changed to University of Maryland Global Campus (UMGC). Our new name reflects who we are: a respected state university with a global reach. UMGC's mission continues to be to provide affordable, accessible, and high-quality education to adult students around the world. UMGC fulfills this commitment by minimizing barriers and costs, maximizing convenience and flexibility, supporting students' career aspirations, and leveraging innovation, including state-of-the-art technology and leading-edge adult learning theory, to support student learning.

Institutional Assessment
UMGC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMGC is committed to meeting the goals of access, success, and innovation in the 2017-2021 Maryland State Plan for Postsecondary Education as well as its Managing for Results (MFR) goals listed below:
1. create and maintain a well-educated workforce,
2. promote economic development in Maryland,
3. increase access for economically disadvantaged and minority students,
4. maximize the efficient and effective use of State resources, and
5. broaden access to educational opportunities through online education.

State Goal 1: Access
As per the Maryland State Plan, this goal is to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents." UMGC supports this goal through MFR goals 3 and 5. The specific objectives established to meet those MFR goals are referenced below.

MFR Objective 3.1: Maintain or increase the percentage of minority undergraduate students at 40 percent or greater, the percentage of African-American undergraduate students at 29 percent or greater, and the percentage of economically disadvantaged students at 49 percent between fiscal year 2014 and fiscal year 2019.
- UMGC continues to see significant enrollments among minority undergraduate students, comprising 50% in FY19.
- In FY19, the percentage of African-American undergraduate students enrolled at UMGC remained at 26%.
- The percentage of economically disadvantaged undergraduate students enrolled at UMGC in FY19 decreased slightly to 45%.

MFR Objective 5.1: Increase the number of worldwide online enrollments from 243,303 in fiscal year 2014 to 252,000 in fiscal year 2019, increase the number of African-American students enrolled in online courses from 18,741 in fiscal year 2014 to 24,000 in fiscal year 2019, and

increase the percentage of classes taught online from 86% in fiscal year 2014 to 90 percent in fiscal year 2019.

- UMGC's worldwide online enrollments reached 294,635 in FY19, exceeding the target set in MFR Objective 5.1 for fiscal year 2019 by 42,635 enrollments.
- The number of African-American students enrolled in online courses in FY19 totaled 23,905, just slightly below the target set in MFR Objective 5.1 for the number of African-American students enrolled in online courses by FY19.
- The percentage of UMGC classes taught online has remained at 76% for the last three fiscal years. This data was impacted by the reporting methodology change in FY16. Prior to that fiscal year, only stateside courses were included in this number; after FY16, the data was based on our worldwide course offerings which include hybrid and face-to-face courses offered overseas and as mandated by UMGC's contracts with the Department of Defense.

MFR Objective 5.2: Maintain undergraduate tuition for Maryland residents at an affordable level.

- UMGC's undergraduate resident tuition rate increased in FY19 by $5 per credit hour, a 1.7% increase from FY18. For part-time students, UMGC's undergraduate resident tuition and fees rate is tied with the undergraduate resident tuition and fees rate charged by University of Maryland Eastern Shore as the lowest among the University System of Maryland institutions.

Other measures of UMGC's success in meeting this state goal are noted below along with additional UMGC initiatives to increase affordability and accessibility:

- From Fall 2017 to Fall 2018, UMGC saw total undergraduate enrollment growth of 3.6%.
- In FY19, UMGC accounted for more than half (67%) of the total number of transfer students entering a USM institution as a new student and 30% of Maryland community college transfer students transferred to UMGC (3,467). UMGC also accounted for 87% of all new USM students who transferred from a non-Maryland institution. (USM IRIS Transfer Dashboard)
- In FY19, UMGC awarded almost $4.1 million in grants and scholarships to students transferring from Maryland community colleges – an increase of $1.2 million from the previous fiscal year - and over $3.5 million of those funds were specifically for UMGC Completion Scholarships (students who earned an associate degree from a Maryland Community College). The amount awarded for UMGC Completion Scholarships increased by $1 million from the previous fiscal year.
- Of the almost $67 million in in scholarships and grants awarded by UMGC worldwide in FY19, 51.6% went to minority students overall and 28.4% went to minority students living in Maryland.
- The UMGC Financial Aid Office has added a team of Student Financial Coordinators to provide a single point of contact for new and returning students to discuss their tuition financing options. These Student Financial Coordinators are trained to provide information on all possible methods of payment to help students develop plans to cover current and future tuition costs.

- In our continued partnership with USM and edX, UMGC has expanded and grown MicroMasters offerings, reaching 113,448 students in 132 countries between July 2018 and June 2019. In addition, The Graduate School at UMGC launched two professional certificate programs and a single-course MOOC on the edX platform in mid-2019.
- UMGC Asia has extended office hours at 14 of its 27 locations so that students have an opportunity to meet with staff face-to-face throughout the day and into the evening based on when they arrive to attend classes at these locations.
- UMGC Asia now trains advanced and senior field staff to provide in-depth answers to financial aid and academic advising questions. These staff members still utilize subject matter experts when necessary but can now provide more answers to students on a timely basis.
- UMGC Europe and UMGC Asia have continued to expand their course delivery formats to offer students a larger variety of courses. In particular, live-streaming course offerings using the Zoom video teleconferencing platform have increased access for students in remote locations.

State Goal 2: Success

As per the Maryland State Plan, this goal is to "promote and implement practices and policies that will ensure student success." UMGC supports this goal through MFR goal 1. The specific objectives established to meet this MFR goal are referenced below.

MFR Objective 1.1: Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal or greater than 1,600 in fiscal year 2019. This objective is assessed triennially using the MHEC Alumni Survey.
- In FY 2017, there were 2,412 graduates of UMGC employed in Maryland.

MFR Objective 1.2: Increase the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs from 7,454 in fiscal year 2014 to 10,800 in fiscal year 2019.
- In FY19, UMGC saw a 2% increase in the number of students enrolled in STEM programs from the prior fiscal year, for a total of 14,674, exceeding the target set in MFR Objective 1.1 by 3,874 students.
- In FY19, the total number of STEM bachelor's degree recipients increased 8% over the prior fiscal year, for a total of 2,444.

MFR Objective 1.3: Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 294,266 in fiscal year 2014 to 300,000 in fiscal year 2019.
- In FY19, enrollment in courses delivered off campus or through distance education worldwide increased 2% over the prior fiscal year, totaling 324,099.

MFR Objective 1.4: Maintain or increase the level of student satisfaction with education received for employment.

MFR Objective 1.5: Maintain or increase the level of student satisfaction with education received for graduate school.

- The results of the triennially administered MHEC Alumni Survey for 2016 graduates indicate that the majority of UMGC's alumni are satisfied with their education and prepared to start or continue their careers:
  - 83% of respondents indicated that they would either definitely or probably attend UMGC again.
  - 90% of respondents indicated that they were satisfied or very satisfied with the relevance and currency of the content of their academic program
  - 86% of respondents indicated that they were satisfied or very satisfied with the quality of their instructional materials
  - 82% of respondents indicated that they were satisfied or very satisfied with the quality of teaching
  - 84% of respondents indicated that they were satisfied or very satisfied with how their academic program helped them to master concepts in their field
  - 83% of respondents indicated that they were satisfied or very satisfied with how their academic program helped them to apply the knowledge and skills in their field
  - 88% of respondents indicated that they were satisfied or very satisfied with how their academic program helped them to learn how to critically analyze ideas and issues.

Examples of UMGC initiatives aimed at increasing student success are noted below:

- UMGC developed and launched a new first-term course, PACE 111 Professional and Career Exploration. Six versions of this course have been created with each version aligned to a group of majors. Through the PACE courses, students establish their academic degree plan and discover ways to advance progress toward their degree through transfer credit and other prior learning options. This planning facilitates the prompt completion of degree requirements because it ensures students know which courses to take to complete their degree and the optimal sequence in which to take those courses. In addition, the course serves as an orientation to UMGC and an exploration of how UMGC academic programs align to professional goals and career options in various specific fields. The aim is to become familiar with the university's academic culture and expectations, reflect on academic and professional goals, and explore UMGC's resources for student success by completing assignments relevant to a specific major.
- UMGC developed and launched a new mathematics course, MATH 105 Topics for Mathematical Literacy, designed for students who do not need a college algebra, statistics, or higher-level mathematics course. The course serves as an investigation of contemporary topics in mathematics. The aim is to apply mathematical processes to solve problems involving exponential and logarithmic modeling, personal finance, probability, basic logical thinking, and statistical reasoning. The course uses adaptive learning technology that enables students to complete an individualized learning plan which builds on what they already know and allows them to focus on the practice and mastery of what they still need to learn.

- UMGC is promoting the opportunity to complete one or more of the certificates currently in the institution's academic program portfolio on the way to a bachelor's degree. Stackable credentials provide the opportunity to achieve milestones en route to the degree and have the potential for immediate positive impact for the working adult student in terms of improving employability, building momentum, and positively reinforcing persistence to degree completion. Courses are aligned to industry certifications and requirements where possible.
- Institutional and external data strongly suggest that retention rates are most impacted by a new student's first term performance. UMGC's Advising team strategically engages new students within a structured 1st Term Experience framework. In Summer 2019, the Advising Team updated this 1st term experience to include a series of advising-specific and general-campaign related touchpoints based on individual student needs and behaviors throughout the first term. The scope of communication includes: consultative advising, degree mapping, one-touch registration messaging, positive nudging, and at-risk interventions. Beginning in Summer 2019, advisors will have access to individual student risk scores and risk factors that are generated by student behaviors and performance. The 1st Term Experience will use this predictive model to help advisors determine which prescriptive responses can increase the likelihood of persistence to the student's next term. Desired outcomes include re-enrollment in the next term, higher course completion rates, and overall improvement in retention rates.
- In Summer 2019, the Admissions and Advising teams implemented a Success Coach pilot program as an alternative way to advise its students. Each Success Coach provides personalized and consultative support services and advising for a specific population of students. The Success Coach pilot will examine impacts on student retention provided through dedicated and personalized advising.
- Prior to Fall 2018, UMGC reviewed the academic performance of students enrolled in Summer 2018. For those students who withdrew from or failed a course and had not yet completed a required one-credit course focusing on research process and methods, UMGC offered to cover the cost of this introductory course in Fall 2018. Nearly 60% of the students who accepted this grant for Fall 2018 reenrolled in Spring 2019. UMGC is planning to continue this grant program contingent upon additional funding.
- UMGC recently offered two versions of a Near Completer Grant to undergraduate students. The One Step Away Program was funded via a grant from MHEC and allowed UMGC to cover the tuition costs for one course in fall 2018 and one course in spring 2019 to Maryland residents who had stopped out for a year or more and who had 30 credits or fewer remaining to graduate. These funds were available on a first-come first-served basis, although dedicated advising was offered to all 466 students who took advantage of this program. For fall 2018, UMGC also offered an institutionally funded Near Completer grant to Maryland residents who had stopped out for two terms or out-of-state residents who had stopped out for at least two terms but no more than six terms. Students receiving one of these grants tended to reenroll at a higher rate than similar student groups who did not receive either grant. UMGC is planning to continue these grant programs contingent upon additional funding.
- UMGC Europe increased offerings of student success webinars and on-site sessions and developed financial aid workshops, MBA demonstrations, leadership conferences, and

other community activities to provide information to help students succeed in their coursework.

State Goal 3: Innovation

As per the Maryland State Plan, this goal is to "foster innovation in all aspects of Maryland higher education to improve access and student success." UMGC supports this goal through MFR goal 4. The specific objectives established to meet this MFR goal are referenced below.

MFR Objective 4.1: Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.
- UMGC continued to meet the cost containment target at 2% in FY17.

Specific UMGC innovations to improve access and student success are noted below:

- UMGC made several advances in its nationally recognized commitment to enhancing and sustaining a culture of academic integrity. In June, the university hired an Assistant Vice President for Academic Integrity and Accountability to develop and lead the Office of Academic Integrity and Accountability. UMGC's leaders also facilitated a USM-wide workshop on academic integrity as a driver for organizational change and academic quality. In addition, UMGC, along with two other large providers of online higher education, launched the Academic Integrity Coalition to promote best practices and common standards for teaching and learning with integrity online.

Response to Commission Question

Commission Assessment: For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s), and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

In 2017, UMGC launched the Prince George's 3D (PG 3D) Scholars Program in collaboration with Prince George's County Public Schools (PGCPS) and Prince George's Community College (PGCC) to provide a direct and affordable pathway to a bachelor's degree. Prince George's County is among the most racially diverse in all of Maryland. As of September 2018, PGCPS' student population was 57% African-American, 34% Hispanic/Latino, and nearly 5% of other non-white populations. The PG 3D Scholars program thus reaches a population of students historically underrepresented in terms of access to higher education.

The PG 3D Scholars program builds on existing programs in the county targeting affordability and access to higher education, including established dual-enrollment relationships between the public schools and PGCC as well as the Free and Reduced Meals programs through which eligible students can obtain additional financial support to reduce costs their families incur towards college courses. PG 3D-eligible students must be enrolled in PGCPS schools, have a

minimum cumulative GPA of 2.5, demonstrate college readiness, submit an application, a 500-word essay, and two teacher recommendations. The program accepts up to 50 students per year.

Admitted students begin taking PGCC courses as high school juniors and seniors, with the goal of earning 30 college credits by high school graduation. Graduates then transfer to PGCC to complete the remaining 30 credits toward their associate degree before enrolling at UMGC to complete the last 60 credits and earn their bachelor's degree. Leveraging the existing dual-enrollment agreements in the county and a UMGC scholarship upon transfer to UMGC, PG 3D scholars can earn a bachelor's degree for a total cost of less than $10,000.

Dedicated staff in PGCPS schools provide comprehensive support to students while in high school and make a warm handoff to PGCC advisors to ensure a seamless transition from high school to PGCC, and from PGCC to UMGC. Each 3D scholar receives individual advising about courses and degree requirements, and they are exposed to the online classroom environment as part of their pathway to prevent the transition from face-to-face to online courses from becoming an obstacle to degree completion.

The members of the first cohort in this program graduated from high school in June 2019 and are now attending PGCC for the Fall 2019 term, with expected enrollment at UMGC in Fall 2020. The partner institutions are tracking attrition rates/reasons, milestone achievement, GPA, and percent of Pell-eligible students succeeding in the program. Because this program is in its infancy, long-term success cannot yet be measured. However, any amount of time students participate in the program and any number of college credits they earn serve to save them both time and cost toward a degree, irrespective of where they ultimately enroll and complete.

USM - University of Maryland University College

MISSION

University of Maryland University College (UMUC) is a public university with more than half a century of experience providing open access to high quality educational programs and world class services to qualified students in the state of Maryland, the nation, and the world. The university is committed to students' success as its paramount goal and to an educational partnership with them for life.

VISION

The University of Maryland University College will be the leading global university distinguished by the quality of our education, commitment to our students' success, and accessibility to our programs.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Create and maintain a well-educated workforce.**

Obj. 1.1 Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal to or greater than 1,600 in fiscal year 2019.

Obj. 1.2 Increase the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs from 7,454 in fiscal year 2014 to 10,800 in fiscal year 2019.

Obj. 1.3 Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 294,226 in fiscal year 2014 to 300,000 in fiscal year 2019.

Obj. 1.4 Maintain or increase the level of student satisfaction with education received for employment.

Obj. 1.5 Maintain or increase the level of student satisfaction with education received for graduate school.

Obj. 1.6 Increase the number of students enrolled in the Master of Arts in Teaching (MAT) program to 225 by fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
[1] Total undergraduate enrollment	35,154	42,892	44,219	45,604	47,253	46,450	45,521
[1] Total bachelor's degree recipients	4,459	5,638	5,883	6,205	6,345	6,408	6,473
Employment rate of graduates (triennial measure)	N/A	N/A	88%	N/A	N/A	88%	N/A
Number of graduates employed in Maryland (triennial measure)	N/A	N/A	2,412	N/A	N/A	2,412	N/A
[1] Number of undergraduates enrolled in STEM programs	9,812	10,940	12,116	13,055	13,351	13,124	12,862
[1] Number of baccalaureate graduates of STEM programs	1,557	1,625	1,873	2,258	2,444	2,468	2,493
Number of worldwide off-campus and distance education enrollments/registrations	294,568	309,768	317,094	329,337	336,886	331,159	324,536
Percent of students satisfied with education for employment (triennial measure)	N/A	N/A	96%	N/A	N/A	96%	N/A
Percent of students satisfied with education received for graduate school (triennial measure)	N/A	N/A	97%	N/A	N/A	97%	N/A
[1] Number of students enrolled in MAT program	165	160	138	135	130	128	125

USM - University of Maryland University College

Goal 2. **Promote economic development in Maryland.**

Obj. 2.1 Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree at 1.2 from fiscal year 2014 through fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Median salary of graduates (triennial measure)	N/A	N/A	$60,545	N/A	N/A	$60,545	N/A
Ratio of median salary of UMUC graduates to U.S. civilian workforce with bachelor's degree (triennial measure)	N/A	N/A	$1	N/A	N/A	$1	N/A

Goal 3. **Increase access for economically disadvantaged and minority students.**

Obj. 3.1 Maintain or increase the percentage of minority undergraduate students at 40 percent or greater, the percentage of African-American undergraduate students at 29 percent or greater, and the percentage of economically disadvantaged students at 49 percent between fiscal year 2014 and fiscal year 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
[1] Percent minority of all undergraduates	43%	44%	44%	50%	50%	50%	50%
[1] Percent African-American of all undergraduates	27%	26%	26%	26%	26%	26%	26%
[1] Percent economically disadvantaged students	49%	48%	44%	46%	45%	45%	45%

Goal 4. **Maximize the efficient and effective use of State resources.**

Obj. 4.1 Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of operating budget savings achieved through efficiency and cost containment measures	2%	2%	2%	2%	2%	2%	2%

Goal 5. **Broaden access to educational opportunities through online education.**

Obj. 5.1 Increase the number of worldwide online enrollments from 243,303 in fiscal year 2014 to 252,000 in fiscal year 2019, increase the number of African-American students enrolled in online courses from 18,741 in fiscal year 2014 to 24,000 in fiscal year 2019, and increase the percent of classes taught online from 86 percent in fiscal year 2014 to 90 percent in fiscal year 2019.

Obj. 5.2 Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of worldwide online enrollments	248,104	265,520	274,581	288,336	294,635	289,626	283,834
[1] African-American students enrolled in online courses	20,819	21,915	22,827	23,514	23,905	23,499	23,029
[1] Percentage of courses taught online	88%	74%	76%	76%	76%	76%	76%
Undergraduate resident tuition rate per credit hour	$266	$279	$284	$289	$294	$300	$306
Percent increase from previous year	3%	5%	2%	2%	2%	2%	2%

NOTES

[1] Beginning with 2016 data, UMUC is reporting all students worldwide, inclusive of all geographic locations and instructional modalities.

Performance Accountability Report
August 2019
Morgan State University

Mission

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the five goals of the University's ten-year strategic plan entitled, *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011– 2021*, including:

1. Enhancing Student Success;

2. Enhancing Morgan's Status as a Doctoral Research University;

3. Improving and Sustaining Morgan's Infrastructure and Operational Processes;

4. Growing Morgan's Resources; and

5. Engaging with the Community.

Institutional Assessment Results

Goal 1: Enhancing Student Success

Morgan State University will create an educational environment that enhances student success by hiring and retaining well qualified, experienced, and dedicated faculty and staff, by offering challenging, internationally relevant academic curricula, and by welcoming and supporting a diverse and inclusive campus community.

In the most recent year, Morgan State University graduated 38% of its entering freshmen within six years. For African American freshmen, the six-year graduation rate is 39%. The graduation rate of the university is higher than would be predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase graduation rate to 50% by 2025.

Second-year retention rates have been above 70% for the past eight years, increasing from 68% for the 2009 cohort. Second year retention rates have averaged around 73% for all students. Second-year retention rates for African American students have averaged around 72%.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation). The Enrollment Management and Student Success division has officially launched EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate (formally known as the EAB Student Success Collaborative) to identify, contact, and monitor students in specific subgroups such as students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. The first round of interventions began after Spring 2019 mid-terms; EAB metrics mapping interventions are ongoing throughout the academic year. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Additionally, Morgan State University has several scholarship programs which specifically address the needs of non-traditional undergraduates. The Osher Reentry Scholarship Program provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor's degree on a full-time or part-time basis. Since the initial award in 2008 to the Center for Continuing and Professional Studies, the Bernard Osher Foundation has funded 244 scholarships totaling over $1,000,000 dollars. Ninety-four students have graduated as Bernard Osher Scholars.

The success of the Osher Scholarship Program has resulted in the funding of a new award, the Crankstart Reentry Scholarship Program begun in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work, Psychology, Engineering, Computer Science, Education, and Sociology. In March 2018, the Crankstart Foundation has provided a 2-year agreement of $200,000 to fund the Crankstart Reentry Scholarship Program through 2020.

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Data from the Maryland Longitudinal Data System Center reveal that close to

50% of our full-time undergraduates are simultaneously in the Maryland workforce. Fifty-three percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients has averaged around 32% in recent years. The success of Pell recipients is a special focus of initiatives undertaken as part of the University's Lumina Grant. These initiatives include using our predictive analytics platform, EAB, to identify at risk-students and our early alert advising system, Starfish, to inform students of their academic progress. Special campaigns will be undertaken to identify Pell recipients who have not completed their financial aid applications, or registered early for the next term, or have not registered for 15 credits. These targeted initiatives should have a positive effect on Pell recipients' success. Additionally, the University has partnered with the White House Initiative on HBCUs and the Federal Deposit Insurance Corporation (FDIC) to provide a comprehensive financial literacy program utilizing the FDIC's MoneySmart financial literacy curriculum. The vision for the Financial Literacy Program is to reverse the cycle of low family income and socio-economic status by enhancing the financial literacy of students and their families thereby increasing students' retention and graduation rates.

The University is facing increasing competition nationally for high-ability students as the number of high school graduates transition from an era of growth to one of modest decline. This trend, coupled with tightening amounts of institutional funding allocated to high-ability students at Morgan State University, has led to our inability to provide scholarships for all potential honors students. Despite these demographic and fiscal realities, the Clara I. Adams Honors College continues its efforts to recruit high-ability students and enhance the quality of its academic and co-curricular programs. Recent and forthcoming improvements include and are not limited to: (1) establishing the Greater Baltimore Collegiate Honors Council, a collaborative relationship with the honors programs and colleges in the Baltimore region (Coppin State University, Loyola University, Morgan State University, Towson University, the University of Baltimore, and the Community College of Baltimore County - Essex); (2) the development of Honors Course Enhancement Contracts that allow students to pursue an honors experience in standard General Education and upper-division courses; (3) a renewed emphasis upon exposing honors students to internships in the public and private sectors and preparing them to be competitive candidates for these opportunities; and (4) focused involvement with state, regional, and national Honors organizations, with a particular emphasis upon expanding access to honors education and increasing diversity within the Honors community.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently, 18% of the student body is non-African American. International students are also a component of the university's diversity efforts. Since May 2014, the university has signed 42 agreements with international universities which facilitate student and faculty exchanges and study abroad opportunities. Two new agreements were formalized in academic year 2018-2019 to include 1 in Africa (Federal University Dutse) and 1 in the Caribbean (University of Havana, Cuba). 12 new MoUs are under review and will be completed in the 2019/20 academic calendar year. Morgan State University will become increasingly appealing to the general population as trendy programs evolve and facility improvements that accommodate 21st century state-of-the-art infrastructures emerge.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations; e.g., The Teacher Academy of Maryland, Laurel College Center, Maryland State Department of Education (Career and Technology Education), et al. In August 2017, with the approval of the Provost and President Wilson, the Transfer Center was restructured to better serve the needs of the University. The Transfer Evaluation and Articulation unit (TEA) moved under the Office of the Registrar and reports directly to the Registrar. As its name would suggest, this unit now completes transfer evaluations and coordinates the development and maintenance of articulation agreements. The newly established Office of Transfer Student Programming (TSP) focuses on student programming, implementing initiatives to ensure a positive transition experience for transfer students (e.g., orientation, NEXUS and Connect Programs, and the Tau Sigma National Honor Society). In spring 2018, TSP introduced an online transfer student orientation providing newly admitted transfer students the ability to complete their introduction to campus virtually from anywhere in the world, at any time.

State and national college enrollment trends continue to decline and are projected to decline further over the next five to ten years. The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified it's in state recruitment philosophy to position the University to continue its enrollment growth. We must continue to increase our market share in out-of-state markets through initiatives such as regional recruiters and expanding our participation in large regional college fairs. Although the percentage of applications received from urban districts and community colleges may decline, this does not suggest that the total number of applications received from these demographics will decline. Additionally, within the State of Maryland those areas classified as urban districts are not considered the growth markets within the state. OUAR has modified its state recruitment philosophy to put a greater emphasis on the districts with high application and enrollment yields. Many of these districts support the enrollment of students from urban districts.

Several factors impact the number of graduates in STEM fields. First, we face stiff competition from other campuses statewide and nationally for the better prepared students. These students are attracted to campuses with state-of-the-art facilities and equipment with a high number of full-time faculty members who conduct research. Secondly, many of our students enter college academically underprepared especially in the mathematics and science areas. Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. Two initiatives with Google and Intel will provide our STEM students with opportunities to work with these leading innovators in technology. There were five students who attended the Google Tech Exchange Program in Mountain View California during the 2018-2019 academic year where four students completed the whole year program and one student completed the one semester program (fall). One student completed an internship program in Computer Science at Intel during the spring 2019 semester. For the upcoming year, the program will be a one-semester program (Spring 2020) and we are aiming to have 10 students participate.

Morgan Online program facilitates the development of online degrees and courses as well as supporting the professional development of faculty teaching online. Since 2010, the total number of faculty trained to deliver on-line courses is 240.   This increase in the number of faculty trained to develop online courses and to teach online is largely responsible for the dramatic increase in student enrollment in hybrid and online courses over the past decade. In academic

year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. At the close of the 2018-2019 academic year, there were 6,334 course enrollments in a comprehensive array of online courses and 697 course enrollments in an expanded number of hybrid courses.

Another contributor to the goal of student success in 2017 is the Center for Excellence in Teaching and Learning (CETL). The overall goal of CETL is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments in their classrooms. Its mission is to promote best practices in teaching that celebrate diversity, equity, and inclusiveness and lead to student success. CETL's work is guided by the scholarship on teaching and learning that is in turn grounded in the research in the field of faculty educational development. During AY2018-19, 43 different workshops/presentations/webinars or classroom observations were conducted that covered 26 topics and included 22 speakers. The 293 Morgan participants in these events were full-time and part-time faculty and staff, as well as doctoral students--three times as many that attended the previous year. Innovative events included a Friday morning 'Podcast and Bagels' discussion session, a virtual online panel discussion featuring eight journal editors from across the country, and Department Chair training.

For the past, several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. The ability of graduates to gain employment in fields related to their majors is comparable to the statewide average. Alumni continue to contribute to the economic viability of the State. For the 2016 to 2019 period, survey results indicate that on average 67% of our alumni were employed in Maryland one year after graduation. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Graduate or professional school going rate is about 37% during the 2016-2019 period.

Goal 2: Enhancing Morgan's Status as a Doctoral Research University

Morgan State University will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in both STEM and non-STEM disciplines.

The University awarded 71 doctoral degrees during Academic Year 2018-2019, a historic high and in keeping with the University's new Carnegie designation as an R2. This number reflects the quality and expansion of the University's inventory of doctoral programs, which has also made the university one of the state's primary sources of doctoral degrees granted to African-Americans in critical fields, such as engineering and public health.

The research enterprise at the university enjoyed another phenomenal year, garnering $31.3M in awarded grants and contracts for FY19. Morgan State University is a partner with the University Space Research Association (USRA) to provide scientists and engineers, primarily in Earth System Sciences to NASA's. The Goddard Earth Sciences Technology and Research (GESTAR) initiative is a 5-year Cooperative Agreement with a potential value of $20.8M. The program

continues to receive accolades from NASA for its research output and future efforts entail increasing the involvement of Morgan students and faculty in research being conducted by the twenty (Morgan) GESTAR scientists working on the NASA Goddard campus. ASCEND is a National Institutes of Health Funded Student-Centered Entrepreneurship Development Training Model to Increase Diversity in the Biomedical Research Workforce that is novel, sustainable, flexible, and has measurable outcomes. The Program recently has been highly successful and its funding has been extended from 5 to 8-years. ASCEND is also tasked with enhancing the research capacity at Morgan State University, particularly by providing research support to faculty members, such as funding for pilot research projects, research equipment and supplies, and release time. One measure of research success is publication. To date, ASCEND support has resulted in 40 peer-reviewed publications. These publications include a wide range of research topics, including biomedical bench research, mathematical methods used for biomedical research, and community-based participatory research projects. Morgan State University faculty members, postdoctoral fellows, graduate students, and undergraduate students have contributed to these publications and are listed as coauthors.

Morgan's Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. Morgan's Patuxent Environmental and Aquatic Research Laboratory (PEARL) serves the state and the Chesapeake Bay watershed through its research designed to increase the understanding of costal ecosystems so that they may be properly managed and protected. The PEARL focuses on innovation to help Maryland's growing aquaculture business. The ASCEND ("A Student-Centered, Entrepreneurship Development") Center for Biomedical Research is focused on increasing diversity in the biomedical research workforce. The Goddard Earth Sciences, Technology and Research (GESTAR) program is a joint effort between Morgan State University, the University Space Research Association, and the Earth Science and Solar Systems Exploration Divisions of NASA's Goddard Space Flight Center in Greenbelt, Maryland. The program focuses on developing new space-based missions that help explain the behavior of Earth and other planetary systems. These three centers provide opportunities for Morgan students to participate in cutting-edge research. The Center for Cybersecurity Assurance and Policy (CAP) is the new home for the CREAM Lab (Center for Reverse Engineering and Assured Microelectronics of the School of Engineering) and going forward will involve contributions from the School of Computer, Mathematical and Natural Sciences and the School of Business. Eight new Faculty Lines have been established for this expanded endeavor. Acknowledging the convergence of disciplines and industries driven by the Fourth Industrial Age, the CAP Center will broaden its focus to address the grand challenges facing the United States as this digital-physical environment continues to grow. To meet these challenges, reverse engineering of IoT related threats will be the primary technology research area for insight, solutions and commercialization. Broader thought leadership in the legal, policy, economic, social and psychological issues impacting the future of the Fourth Industrial Age will be part of the CAP Center's journey.

The University is optimistic that its designation as Maryland's Preeminent Public Urban Research University will increase Morgan's stature and reputation among sponsorship agencies, leading to new research funding and partnerships at the Federal, State, and local levels.

Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes

Morgan State University will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.

In order to assure continuous improvement of risk management and service deliveries to university stakeholders, the Division of Information Technology (DIT) instituted an internal Change Management governance model in 2018. The Change Management, or synonymously referred to as Change & Release Management, ensures that all modification, update, and provisioning activities for critical IT infrastructure and enterprise software applications are planned, documented, and communicated to affected stakeholders in advance. This newly implemented process management has enabled the DIT to gain augmented visibility into the broad service portfolio and develop better alignment of specific IT services and staff resources to appropriate stakeholders. In the fall of 2018, the second mandatory Security Awareness Training was administered to all employees and workforce members who use the university's computing resources. In January 2019, the university's Enterprise Resource Planning (ERP) software was upgraded from Banner 8 to Banner 9. One of the primary goals was to avoid the announced stoppage of support for Oracle Forms by its vendor (Ellucian) by December 31, 2018. The introduction of Banner 9 provides greater access flexibility via mobile devices as well as providing the flexibility of integrating a student's academic plan with registration, the ability to view multiple records at one time, and a modernized graphical user interface.

In the process of implementing the Banner 9 upgrade, the DIT also replaced its aging production system with a new architecture and implemented a secondary and tertiary site for disaster recovery. Morgan State University partnered with Bowie State University to establish an ERP backup/disaster recovery site. On January 2, 2019, the DIT launched a new cloud-based print solution for students called Wēpa. This solution allows students to print documents on campus from their personal or lab computer, smartphone, tablet, USB, cloud storage account, or the Learning Management System. Students can upload documents on-the-go and release their print job at any of the 15 conveniently located Wēpa print stations across campus. The new print solution provides students with mobile flexibility, color and duplex printing options not available in the past and 24/7/365 availability.

In recent years, the University has increased investments into the safety and security of the campus. Those investments include additional security officers strategically placed throughout the campus on a 24/7 basis and additional cameras near University housing. As a public safety department, the vision is to provide safety and security for the community and enhance educational opportunities for students through effective community policing, vigilant presence and superior customer service.

The campus also has made progress in reducing energy consumption. Although the campus square footage has increased in recent years, utility consumption has been declining. In FY13 extreme outdoor temperatures caused energy consumption to escalate, but since then the University's energy consumption is trending downwards.

Goal 4: Growing Morgan's Resources

Morgan State University will expand its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, by seeking greater financial support from the alumni, the State and federal governments, private and philanthropic sources, and by establishing collaborative relationships with private as well as public entities.

The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the $10,000 plus giving level; an annual fund portfolio of 26,000 plus alumni and friends who make gifts in the range of $1-9,999; a planned giving portfolio of 5,644 mature alumni; and a 6,000 plus young-future alumni portfolio of students and recent graduates. Cumulative private and philanthropic donations during the period FY'11 to FY'19 increased to $63M. The campus has paid attention to its alumni. Often other potential donors use alumni participation as one of the criterion in the decision to make a gift to an institution. The percentage of alumni who contribute to the University ending FY'19 is 17%.

Goal 5: Engaging with the Community

Morgan State University will engage with community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and in the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations. A notable accomplishment of the Morgan Community Mile includes the Solar Panel Initiative which fitted 31 homes in the Morgan Community Mile with solar panels and other energy saving upgrades. Another notable accomplishment is the "Live Near Your Work" program, an effort to increase home ownership of Morgan employees while supporting the revitalization of Northeast Baltimore.

Morgan State University's students also play an active role in the local area. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually through thirteen programs such as the College Discovery Academy which provides academic assistance to Baltimore students in 7th through 9th grade; the Brother 2 Brother Mentoring Program for young men in high school; and the Sisters Advancing Sisterhood in Youth (S.A.S.Y), a mentoring program for young women in high school.

Morgan also engages with and supports local businesses. A hallmark project is the 10,000 Small Business Initiative, a collaboration with Johns Hopkins University and the Community College of Baltimore, which will support new start-up companies in Baltimore. Five Morgan faculty members teach in this initiative, which has served over 200 participants.

<div align="center">MORGAN STATE UNIVERSITY</div>

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated *"Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."*

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Institutional Response:

Morgan is providing information on two targeted interventions.

The Center for Academic Success and Achievement (CASA) CASA Academy

The CASA Academy is an alternative admissions program sponsored by the Center for Academic Success and Achievement at Morgan State University. Transitioning high school students who have applied to Morgan State University, but fail to meet the requirements for regular admission, are referred to the Center from the Office of Undergraduate Admissions and invited to apply to the summer program. The students profiles are described using two tiers: (1) SAT 920-880/ACT 16 and a cumulative GPA of 2.0 or (2) SAT 870-840/ACT 15 and it is based on the qualifying criteria. All participants who successfully complete the program are guaranteed admission to the University for the subsequent fall semester.

One of the obstacles that students face when they are referred to the CASA Academy program is a feeling of inadequacy and being underprepared for college. The CASA Academy program is designed to ease the transition from high school to college for students whose academic profile

and performance suggest the need for early intervention to improve their potential for success in college. Upon acceptance to the Academy, participants must enroll and successfully complete (earn a grade of C or better) a sequence of three non-credit courses designed to strengthen the student's background in English, mathematics, and reading comprehension and vocabulary development.

Students are also introduced to a Strengths-based orientation seminar as well as a common reading experience with the book club that meets once each week. StrengthsQuest is a program developed by the Gallup Organization which helps students identify their natural talents. A student's strengths quest – your quest to achieve excellence and become all you can be through your own natural talents – is really a quest to help students discover, develop, and apply who they are. A strengths quest is a revolutionary approach to achieving. Adopting a strengths perspective to one's life and fully embracing it can have a radical impact on one's motivation. Through the Strengths-based orientation seminar, taught by the CASA team of academic advisors, students learn that their overall academic experience can be greatly enhanced by the perspective and direction they take in setting goals and making key decisions.

Additionally, to enhance the Strengths-based orientation seminar, CASA students are introduced to the customized version of Thriving in College and Beyond, designed specifically for historically Black colleges and Universities. The text is designed to introduce students to the culture and excellence that defines HBCUs while at the same time introducing students to learning skills fundamental to success in college.

The common reading experience for CASA Academy students focuses on a relevant theme for students each summer. Some of the themes and issues we have covered are HIV/Aids, violence in the community, and socio-economics and social justice.

The CASA Academy is an academically intense and rigorous program. It is offered for a six-week period during the summer. Courses are held Monday through Friday between 9:00 a.m. and 5:00 p.m. Additional supplemental instruction, as well as academic, personal, and leadership development seminars are held in the evenings between 6:30 p.m. and 8:30 p.m. Participants' primary purpose and goal of participating in the CASA Academy is to improve their skill development in the identified core areas in order to gain admission to the University.

Students in the CASA Academy must agree to meet the following standards:
• Successfully complete all CASA Academy courses with a grade of C or better
• Attend all scheduled CASA Academic classes and sponsored activities
• Participate in all mandatory seminars, workshops, activities, etc.
• Adhere to the University's Code of Student Conduct
• Adhere to the CASA Academy Code of Student Conduct

During the CASA Academy program, students are hired to serve as peer tutors/mentors. Peer tutors/mentors (Strengths Leaders) are provided training prior to the beginning of the program. CASA Academy participants are required to attend tutoring every day for each of their courses. In addition to the tutors/mentors, the program hires supplemental instructors to provide assistance to students in the developmental math course that is offered.

The successful completion rates (average 95%) are the metrics used to evaluate success of this program. Additionally, the Office of Institutional Research has found that students who participate in the CASA Academy program have comparable retention and graduation rates to those students who enter the University through regular admission.

Second Year Experience (SYE)

Morgan State University was awarded a Lumina Grant in 2017. A significant component of this grant was the designing and planning for implementation of a Second Year Experience (SYE) program which is being coordinated through the Center for Academic Success and Achievement (CASA). The SYE program will be designed to engage and support students and help drive them to personal and academic success in the second year. The targeted population for this program is all returning first-year full-time students.

Several obstacles were identified for our second-year students. One of them is the indecisiveness about deciding on a major and an awareness of career/professional opportunities post-graduation. Often the literature uses the term "sophomore slump", a time when second-year students feel lost, unmotivated and confused or undecided about their majors.
One of the high impact practices of SYE programs that has been shown to have a positive influence on second year engagement and retention includes activities that enhance career readiness. A major part of the SYE program at Morgan is providing second-year students with opportunities to engage in experiential learning experiences. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry, promote interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Academic advising is the centerpiece of the SYE program. Research shows that interaction with advisors, both formal and informal, is a predicator of student success. The SYE program at Morgan State is making it a priority to create an environment in which advisors and students develop meaningful academic and intellectual engagement. Academic advisors will have the opportunity to enhance the experiential learning experiences of their advisees by assisting them with the selection and fulfillment of their experiences: internships, research projects, community service, service-learning courses, study abroad, volunteering, and job shadowing. Student participation will be documented through the completion of an Experiential Learning Plan (ELP) which will be completed by the student with the support of the student's academic advisor. CASA will provide a support mechanism for this endeavor by offering training for advisors in preparation for this responsibility. Beginning in the fall of 2019, academic advisors with the Center for Academic Success and Achievement (CASA) will become the SYE Coaches working with all second-year students to assist them with identifying and engaging in meaningful experiential learning opportunities.

To advance the SYE program, lessons learned through holding focus groups with students are being implemented. Their responses were thoughtful and critical to the success of our SYE program so that it becomes a true partnership. The metrics used to evaluate the implementation of the SYE program are second to third year retention rates.

Additionally, the evidence being used to assess/adapt the intervention are the number of students who complete an experiential learning plan (ELP). This plan has two reporting mechanisms and an app for students to access with their phones has been developed. Part 1 of the ELP, "Explore", asks students questions that provide demographics/profiles of the students as well as identifying goals they hope to achieve through their participation in the opportunity. Part 2, "Engage", asks students to describe what they are dong as part of their experiential learning opportunity. Part 3, "Reflect" requires students to reflect on the skills they have learned and what they have learned about themselves.

Of the 859 second-year students who entered the fall of 2018, 59.6% completed ELP 1, 9.9% completed ELP 2, and 8.6% completed all three components of the plan including ELP 3 the reflection. Through expanding the types of opportunities in 2019, it is expected that the number of students who participate in the SYE program will increase. Also, "campus to career" field trips were added last year and it was, by far, the most popular experiential opportunity in which students participated. The student focus group suggested that field trips be advertised according to specific majors or areas of study. Also, the program is training a group of third-year students who participated in the program to become SYE Ambassadors in the fall of 2019. As the SYE program enters its second year, it is anticipated that the University will reach its goals of increasing second to third year retention rates.

Morgan State University

Morgan State University is, by legislative statute, Maryland's public urban university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success, Enhancing Morgan's Status as a Doctoral Research University, Improving and Sustaining Morgan's Infrastructure and Operational Processes, Growing Morgan's Resources, and Engaging with the Community.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhancing Student Success: Morgan will create an educational environment that enhances student success.

Obj. 1.1 Increase the graduation rate of Morgan undergraduates to 45 percent by 2023.

Obj. 1.2 Increase the graduation rate of PELL recipients to 40 percent by 2023.

Obj. 1.3 Increase the second-year retention rate of Morgan undergraduates to 80 percent by 2023.

Obj. 1.4 Increase the percent of high-ability freshmen to 27 percent by 2023.

Obj. 1.5 Increase the diversity of undergraduate students to 18 percent by 2023.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Six-year graduation rate	32%	30%	32%	37%	38%	40%	41%
Six-year graduation rate of African-Americans	32%	30%	31%	37%	39%	40%	41%
Six-year graduation rate of PELL recipients	29%	30%	32%	32%	36%	37%	38%
FTE student-authorized faculty ratio	18.4:1	17.8:1	18.1:1	18.4:1	18.5:1	18.5:1	18.5:1
Average class size of first year course offering	24	26	31	25	25	25	25
Percent of first-year courses taught by full-time faculty	31%	29%	28%	32%	30%	32%	32%
Second-year retention rate	75%	75%	71%	74%	72%	73%	74%
Second-year retention rate of African-Americans	77%	75%	70%	71%	72%	73%	74%
Number of honor freshmen enrolled	162	162	217	188	228	238	250
Percent of honor freshmen enrolled	18.3%	14.0%	19.0%	16.0%	14.0%	14.0%	15.0%
Total percent of diverse students	11.0%	13.0%	18.0%	18.4%	18.0%	18.0%	18.5%
Percent of Asian or Native Hawaiian students enrolled	1.4%	0.7%	1.0%	1.0%	1.0%	1.0%	1.0%
Percent of Native American students enrolled	0.3%	0.3%	0.2%	0.1%	0.2%	0.2%	0.2%
Percent of Caucasian students enrolled	2.0%	1.8%	1.9%	1.9%	1.9%	1.9%	2.0%
Percent of Hispanic students enrolled	2.9%	3.6%	3.5%	3.3%	3.5%	3.5%	3.9%
Percent of International students enrolled	4.4%	6.6%	11.4%	12.1%	11.4%	11.4%	11.4%

Obj. 1.6 Increase the percentage of Maryland community college transfer students as a percent of undergraduate enrollment to 10 percent by 2023.

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Obj. 1.7 Maintain the pool of college applicants to Morgan from urban school districts in Maryland at 40 percent in 2023.

Obj. 1.8 Increase the number of bachelor's recipients in science, technology, engineering, and math (STEM) fields to 240 by 2023.

Obj. 1.9 Increase the number of baccalaureates awarded in teacher education to 70 by 2023.

Obj 1.10 Increase the percentage of students satisfied with their preparation for graduate/professional study to 98 percent by 2023.

Obj 1.11 Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 98 percent by 2023.

Obj 1.12 Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 95 percent by 2023.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of Maryland community college transfer students	2.8%	3.3%	3.3%	2.2%	2.4%	2.7%	2.8%
Percent of freshman applicants from urban districts	37.5%	35.5%	29.6%	35.0%	36.0%	37.0%	37.0%
Percent of students accepted from urban districts	66.0%	65.4%	61.1%	65.0%	66.0%	67.0%	67.0%
Percent of students enrolled from urban districts	54.6%	49.5%	48.1%	38.0%	38.0%	40.0%	40.0%
Total number of STEM bachelor's recipients	192	192	210	230	327	275	300
Number of underrepresented minority STEM bachelor's	143	155	158	172	191	183	200
Number of women STEM bachelor's recipients	73	81	67	74	88	93	104
Number of baccalaureates awarded in teacher education	70	65	90	87	75	78	88
Praxis pass rate	100%	100%	100%	100%	100%	100%	100%
Number of new hires teaching in Maryland schools	20	18	25	27	23	20	22
Percent of students who attend graduate/professional schools	26%	21%	48%	35%	44%	45%	45%
Percent of students rating preparation for graduate/professional school excellent, good, or fair	90%	100%	100%	88%	100%	100%	100%
Percent of bachelor's recipients employed one year after graduation	90%	87%	81%	80%	69%	70%	72%
Percent of bachelor's recipients employed in Maryland one year after graduation	64%	70%	76%	71%	50%	55%	60%
Percent of students rating preparation for jobs excellent, good, or fair	86%	82%	91%	76%	90%	100%	100%
Percent of employers satisfied with employees who are Morgan bachelor's recipients	94%	88%	89%	90%	95%	100%	100%

Obj. 2.1 Increase research grants and contract awards to $38 million by 2023.

Obj. 2.2 Increase scholarly publications and activities to 3.5 per full-time tenured/tenure track faculty by 2023.

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Obj. 2.3 Increase the number of doctorate degrees awarded to 55 by 2023.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of faculty engaged as Principal Investigators in funded research or contracts	77	70	70	70	84	89	92
Value of grants and contracts (millions)	$26	$30	$30	$34	$31	$32	$35
Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.3	3.3	3.1	3.1	3.4	3.5	3.6
Total doctoral degree recipients	58	48	54	54	71	60	60
Doctoral degree recipients in STEM	7	7	3	9	12	10	10
Doctoral degree recipients in non-STEM	51	41	47	45	59	50	50

Goal 3. Improving and Sustaining Morgan's Infrastructure and Operational Processes: Morgan will enhance its infrastructure and processes.

Obj. 3.1 Reduce campus electricity usage by 7 percent by 2023 through effective conservation measures, persistent curtailment, and enhanced efficiency services for the expanding number of facilities on its campus.

Obj. 3.2 Reduce campus natural gas usage by 7 percent by 2023.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Reduced electricity usage	3.0%	3.0%	2.0%	2.0%	-2.0%	-2.0%	-2.0%
Reduced natural gas usage	5.0%	4.0%	2.0%	-6.0%	6.0%	4.0%	2.0%

Goal 4. Growing Morgan's Resources: Morgan will expand its human capital as well as its financial resources.

Obj. 4.1 Increase cumulative private and philanthropic donations to $40 million by 2023.

Obj. 4.2 Maintain the alumni giving rate at 17 percent through 2023.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Cumulative private and philanthropic donations (millions)	$28.0	$34.0	$40.0	$51.0	$63.0	$64.0	$65.0
[1] Calendar year alumni giving rate	17.0%	17.0%	17.0%	17.0%	17.0%	17.0%	18.0%

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Goal 5. **Engaging with the Community: Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.**

    Obj. 5.1 Increase partnerships with Baltimore City public schools, government agencies, businesses and industries, and non-profit and community organizations to 375 by

    Obj. 5.2 Increase the number of students participating in University-sponsored community service to 630 by 2023.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of partnerships with Baltimore City public schools	132	155	160	165	175	200	225
Number of partnerships with other State public schools	11	21	25	30	40	45	50
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	342	373	375	377	378	380	382
Number of students participating in University-sponsored community service	520	646	650	2000	2000	2000	2000

NOTES

[1] Data for 2018 is estimated because it is reported on a calendar year basis.

DATA DEFINITIONS

MEASURE	SOURCE	OPERATIONAL DEFINITION
	INPUTS	
FTE student-authorized faculty ratio (M104)	Morgan State University (MSU) Budget Office	FTE student divided by authorized faculty.
Average class size of first year course offering (M105)	Morgan State University (MSU) Banner Student/Human Resources	Enrollment of Fall 100 level courses.
Percent of authorized faculty in first year of study (M106)	Morgan State University (MSU) Banner Student/Human Resources	Budgeted positions.
Percent of students who attend graduate/professional schools (M127)	Morgan/MHEC follow-up survey of graduates – 2018 bachelor's degree recipients.	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.
Percent of bachelor's recipients employed one year after graduation (M129)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work out of all respondents.
Percent of bachelor's recipients employed in Maryland one year after graduation (M130)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.
Number of faculty engaged as Principal Investigators in funded research or contracts (M201)	Office of Sponsored Research	Number of faculty listed as Principal Investigators on funded grants.

MEASURE	SOURCE	OPERATIONAL DEFINITION
	OUTPUTS	
Six year graduation rate (M101)	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS).	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of African Americans (M102)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of Pell recipients (M103)	MHEC – EIS, DIS.	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.
Second year retention rate (M107)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Second year retention rate of African Americans (M108)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Percent of honor freshman enrolled (M110)	Morgan State University (MSU) Banner Student	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.

Percent of diverse students enrolled (M111)	Morgan State University (MSU) Banner Student	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.
Percent of Maryland community college transfer students (M117)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of freshman applicants from urban districts (M118)	Morgan State University (MSU) Banner Student	Maryland school districts with membership in the Council of Urban Boards of Education.
Percent of students accepted from urban districts (M119)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of students enrolled from urban districts (M120)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of STEM bachelor recipients (M121)	Morgan State University (MSU) Banner Student	Self-explanatory. STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.
Number of underrepresented minority STEM bachelor recipients (M122)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of women STEM bachelor recipients (M123)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of baccalaureates awarded in teacher education (M124)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Praxis pass rate (M125)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of new hires teaching in Maryland schools (M126)	Maryland State Department of Education (MSDE)	Self –explanatory.
Value of grants and contracts (M202)	Morgan State University (MSU) Budget Office	Self-explanatory.
Number of scholarly publications and activities per full-time tenured/tenure track faculty (M203)	Morgan State University (MSU) Office of Institutional Research/ Academic Affairs	Self-explanatory.
Doctoral degree recipients (M204)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in STEM (M205)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in non-STEM (M206)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Reduce electricity usage (M301)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Reduce natural gas usage (M302)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Private and philanthropic donations (M401)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Alumni giving rate (M402)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Number of students participating in University-sponsored community service (M504)	Morgan State University (MSU) Office of Community Service	Self-explanatory.

2

MEASURE	SOURCE	OPERATIONAL DEFINITION
	OUTCOMES	
Job preparedness (M131).	Morgan/MHEC follow-up survey of graduates – 2018 bachelor's degree recipients.	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.
Employment rate of graduates (M128)	Morgan/MHEC follow-up survey of graduates – 2018 bachelor's degree recipients.	The percentage of survey respondents who held full or part-time jobs within one year of graduation.
Employer satisfaction (M132)	Morgan Employer Survey Analysis – Summer 2019.	Employers' rating of satisfaction with Morgan alumni.
Number of partnerships with Baltimore City public schools (M501)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of partnerships with other state public schools (M502)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of partnerships with Baltimore City public schools, government agencies, businesses and industries, non-profits and community organizations (M503)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.

3

CONTROL PROCEDURES

High Ability Students: The Offices of Admissions or Records and Registration enter student data into the Student Information System (SIS). Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Percent Full-time Faculty: The Office of Human Resources enters faculty data into the Employee Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Diverse Students: The Offices of Admissions or Records and Registration enter student data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Urban Applicants: The Offices of Admissions or Records and Registration enter student data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Under-represented Minority Degree Recipients in Scientific Fields: The Office of Records and Registration enter degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Baccalaureates Awarded in Teacher Education: The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Second-Year Retention Rate: First-time, full-time degree seeking students are tracked by identification number year to year by the Maryland Higher Education Commission using the enrollment data files and degree data files submitted by the University.

Six-Year Graduation Rate: First-time, full-time degree seeking students are tracked by identification number year to year by the Maryland Higher Education Commission using the enrollment data files and degree data files submitted by the University.

Graduate/Professional School Attendance: The University contacts one-year alumni using addresses, including email addresses, available in the University's database. A web based survey product is used which keeps track of survey respondents, and provides results. Email reminders are sent to non-respondents.

Employment Rate of Graduates: The University contacts one-year alumni using addresses, including email addresses, available in the University's database. A web based survey product is

used which keeps track of survey respondents, and provides results. Email reminders are sent to non-respondents.

Employer Satisfaction: The University contacts employers who participate in Morgan State University Career Fairs using email addresses from the Center for Career Development. Web-based surveys are sent to employers who have participated in Morgan Career Fairs.

Doctoral Degrees: The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Degrees in STEM Fields: The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

Pell Grant Recipients: The Office of Financial Aid retrieves data from Banner Financial Aid to determine student eligibility. Eligibility is based on socioeconomic need.

FTE Student to Authorized Faculty Ratio: The Budget Office maintains data based on the calculation utilizing the number of full-time equivalent (FTE) students divided by the number of full-time regular faculty.

Value of Grants and Contracts: The Office of Restricted Funds Accounting enters data (based on the level of grant/contract activity in a fiscal year) into the Banner Finance system. Data are verified through the Office of Sponsored Programs before the data are submitted to the Budget Office for final forwarding to external agencies.

Partnerships with Public Schools: Information is maintained by the Dean of each school and forwarded to the Provost and Vice President for Academic Affairs.

Partnerships with Business & Industry: Information is maintained by the Dean of each school and forwarded to the Provost and Vice President for Academic Affairs.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

A. FY19 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY19 included the following.

- A new comprehensive brand for SMCM – The National Public Honors College – was developed, market-tested, and launched internally. Preparations were made for an FY20 external launch to coincide with recruitment of the incoming class of Fall 2020.
- SMCM completed the third and final planned year of implementation of the 2016-19 strategic plan, *A Time for Rebirth.*
- Two new minors were implemented in FY19: Business Management and Astrophysics. The Business minor is especially popular; 41 students are declared for Fall 2019, making it the second most popular minor out of 35 programs. A new major in Women, Gender, and Sexuality Studies was approved by MHEC and is awaiting implementation.
- Dr. Tayo Clyburn began his tenure as the inaugural Vice President for Inclusive Diversity and Equity. While SMCM established a Chief Diversity Officer position in 2016, this position is now elevated to the Vice President level.
- The Core Curriculum (general education program) underwent a major redesign, adding integrated course themes and professional development coursework for all students. The new LEAD curriculum (Learning through Experiential and Applied Discovery) was approved by the faculty and by the Board of Trustees, and is being piloted in FY20.
- A new Center for Inclusive Teaching and Learning (CITL) was established and will provide diverse professional development opportunities for faculty and staff.
- Construction on the Jamie L. Roberts Stadium, a new state-of-the-art athletics complex, was completed and the grand opening will take place in September 2019.
- SMCM was once again named to several national college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report 2019), Colleges of Distinction (2018-19), Best 384 Colleges (Princeton Review 2019), Top 50 Green Colleges (Princeton Review 2019), Best Colleges and Universities in Maryland (College Consensus 2018), America's Top Colleges (Forbes 2018), Best Colleges for Your Money (Money Magazine 2018-19), Lowest Student Loan Debt (LendEDU.com 2018), Top 30 National Liberal Arts Colleges (Washington Monthly 2018), Hidden Gem Colleges (CollegeRaptor.com 2019), Best Value Colleges (Kiplinger's 2019), and Fiske Guide to Colleges (2019).

B. Analysis of Goals and Objectives

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience, including research or independent study with faculty; a credit-based internship; or private musical instruction. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees (1.2), and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target (1.3) for the past four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

> *Peer Benchmarks:* SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Morgan State and UM Eastern Shore at 13:1, and the average being 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which average 15:1; and is on par with Maryland private, peer institutions, and aspirant institutions, which range from 7:1 to 16:1 (with an average of 10:1) and include many private colleges. *(Source: IPEDS Data Center)*

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Objective 2.1: In FY19, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the sixth year in a row, and exceeded the target for first generation college students for the second year in a row. The percentage of first-year students receiving Pell grants was notably lower than past years, due to a shifting income demographic among the Fall 2018 entering class, but is expected to rebound to target levels over the next two years. High school academic performance of the entering class remains strong; the average GPA of incoming students was at its highest value in four years, and is projected to remain steady for the FY20 entering class. After several years of declining SAT scores among incoming SMCM students, the FY19 median score increased from the previous year (note that only the 2018 and 2019 scores are directly comparable because of changes to the SAT). Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland.

> *Peer Benchmarks:* While the metric for SAT scores uses the median SAT score, the

available benchmark data uses the mean (average). Based on these data, the average SAT score of SMCM entering students (1178) continues to exceed that of most other Maryland four-year institutions (FY19 average = 1099), and our students rank well against high school seniors both in Maryland (FY19 average = 1080) and nationwide (FY19 average = 1067). Other Maryland public institutions vary in their ability to attract out of state students; percentages for the Fall 2018 entering class ranged from 6% to 30%, with an average of 17%, exclusive of the online institution UMUC. *(Source: MHEC 2019 Data Book)*

Objective 2.2:
Four-Year Graduation Rates. Four-year graduation rates for FY19 (Fall 2015 cohort graduating by Spring/Summer 2019) increased for African American students (51%) and Pell recipients (60%), and remained steady for first generation students (60%). Overall four-year graduation rates (64%) were also fairly steady from FY18 (63%), but at a level that is lower than most previous years. The four-year graduation rate for African American students (51%) was at its highest since FY13, meeting the target for this student population, but still well below that of the overall student body. Despite this increase, four-year rates among all minorities decreased (52%), primarily driven by a substantial decrease among Hispanic students (53%). Based upon current projections, overall four-year rates are predicted to remain low, and while several metrics are projected to meet targets in FY20, additional decreases are projected for FY21 in the absence of additional intervention.

We continue to analyze the relationship between students' progress toward degree completion and several important early milestones, including enrolling in a college mathematics course in the first year, attempting at least 16 credits per semester in the first year (1/8 of the 128 needed to graduate), and earning at least 32 total credits in the first year. These milestones are historically correlated with higher retention and graduation rates, particularly among students from underrepresented groups. Notably, students in this year's reported Fall 2015 cohort, which showed a lower four-year graduation rate (64%) than in previous years, were substantially less likely to attempt 16 credits per semester and to earn 32 total credits, compared to previous cohorts. This was especially true for minority students and Hispanic students, two populations which showed large declines from previous years.

In 2018-19, faculty advisors and academic support staff were informed of these relationships and encouraged to communicate the importance of these milestones to their first-year student advisees. At the beginning of each semester, additional messages were sent to advisors of students who were registered for fewer than 16 credits. Initial data suggests that these efforts may have had some impact, as the percentage of Fall 2018 first-year students taking fewer than 16 credits in their first semester dropped to 9%, down from an average of 15% over the past four years Fall 2014 through 2017 cohorts). Even more striking improvements in achieving this milestone were observed among African American, Hispanic, first generation, and Pell recipient students. The percentage taking fewer than 16 credits in the second semester also improved but only slightly, decreasing from a four-year average of 15.5% to 14% for the Fall 2018 cohort. In 2019-20, we will continue to communicate frequently with both advisors and first-year students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The second year of lower-than-usual graduation rates, and the similarly low estimates for the next two years, makes it clear that we must improve our understanding of the student experiences that lead to the decision to depart SMCM, particularly among students from underrepresented groups. We have begun to analyze data from exit interviews with students taking leaves of absence and withdrawing from SMCM, and will use this information to identify how and where we can better support our students. We are also investigating the status of currently enrolled students from the Fall 2016, 2017, and 2018 cohorts to identify potential intervention strategies to provide support for timely degree completion. For example, nearly 20% of first-year students in the Fall 2018 cohort are between 1 and 16 credits (a full semester) behind the pace of 16 credits per semester toward four-year graduation. We can continue communicating with these students about the importance of completing 16 credits per semester, and assist them in exploring options for completing additional credits such as online coursework, summer coursework, and strategic overloading during the regular academic year. Finally, about 15% of departed first-year students over the past three cohorts have transferred out to two-year institutions, according to the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer, encouraging them to return and complete their baccalaureate degree at SMCM. The development of targeted, program-specific articulation agreements with many Maryland community colleges (discussed below in Objective 2.6) is expected to facilitate such reverse transfer efforts.

Peer Benchmarks: Based on the most recent comparison data available (FY15), as shown in the table below, SMCM's overall four-year graduation rate (70% for the 2011 cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM's peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, four-year graduation rates for African American students, Hispanic students, and all minority students combined were all well above the corresponding rates at other COPLAC, Maryland public, or Maryland private institutions. Compared to peer institutions, four-year rates for Hispanic students were higher at SMCM, while four-year rates for all minority student and for African American students lagged behind. Four-year graduation rates for Pell recipients are not available. *(Source: IPEDS Data Center)*

Four-Year Graduation Rates, FY15 (Fall 2011 cohort)					
Institution(s)	N	Overall	Minority	Afr-Amer	Hispanic
SMCM	1	70%	55%	48%	75%
COPLAC	27	37%	29%	24%	27%
MD Public	11	27%	23%	22%	23%
MD Private	9	58%	48%	43%	53%
Peer	12	66%	61%	59%	61%
Aspirant	6	87%	85%	85%	84%

These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and

resources toward underrepresented students. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates. The preliminary estimate for the FY19 overall six-year graduation rate (Fall 2013 cohort graduating by Summer 2019) is 77%, which while not meeting the target, continues a three-year recovery from a brief dip in FY16. Similar to this year's increase in the four-year graduation rate for African American students, the six-year graduation rate for this group (69%) was substantially increased from previous years and only two percentage points below the target. However, six-year rates for all other groups decreased from FY18, and only the rate for Pell recipients (69%) met the target. Also similar to four-year graduation rates discussed above, additional decreases in six-year graduation rates are projected over the next two years.

   Peer Benchmarks: The most recent comparison data available (FY17), shown below, reveal that SMCM's overall six-year graduation rate in that year (78%, for the 2011 cohort) exceeded that of other COPLAC institutions, other Maryland public four-year institutions, Maryland private institutions, and peer institutions. The average reported six-year graduation rate at private aspirant institutions was 91% in FY17. SMCM's six-year rates for all minority students and for African American students exceeded those at other COPLAC, Maryland public, and Maryland private institutions, but were behind those of peer and aspirant peer institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was well above that from all other groups except aspirant institutions. Finally, SMCM's six-year graduation rate for Pell recipients in FY17 was well above that of other COPLAC institutions, Maryland public institutions, and Maryland private institutions, and was close to the average rate at peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY17 (Fall 2011 cohort)							
Institution(s)	N	Overall	Minority	Afr-Amer	Hispanic	Pell	Need Aid
SMCM	1	78%	67%	55%	81%	68%	75%
COPLAC	27	53%	46%	42%	45%	48%	50%
MD Public	11	47%	46%	45%	41%	44%	45%
MD Private	9	64%	55%	52%	60%	60%	63%
Peer	12	75%	71%	69%	74%	72%	73%
Aspirant	6	91%	90%	90%	91%	90%	90%

Objective 2.3: The second year retention rate in FY19, for the Fall 2017 cohort returning in Fall 2018, was unusually low at 82%. Several risk factors were overrepresented among the non-retained students, including minority race, first generation status, and Pell recipients. In addition, students from these groups were more likely to attend community colleges than White, non-first-generation, and non-Pell students, respectively. Preliminary data suggests that the retention rate is likely to rebound, as indicated by the estimated 2020 rate of 85% (Fall 2018 cohort students returning for Fall 2019).

   Peer Benchmarks: Based on the most recent data available (FY17), SMCM's first-to-

second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 74%) and Maryland public four-year institutions (average = 74%), and also exceeded that of Maryland private institutions (average = 81%) and peer institutions (average = 84%), many of which are private. Retention rates at private aspirant institutions averaged 95% in FY17, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff. Gender equity was once again achieved for both faculty and staff in FY19, and the diversity target for full-time staff (percent minority) was met in FY19 for the first time in nine years. The target for faculty diversity was not quite met, but continues to stay higher than when the metric was first implemented in FY11. Continuing recently implemented strategies aimed at increasing faculty and staff diversity will be a major focus of the upcoming fiscal year, especially with the recent hire of the inaugural Vice President for Inclusive Diversity and Equity in July 2019. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past six years, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: Among transfer students, both the three-year graduation rate (62%, Fall 2016 entering students graduating by Summer 2019) and the four-year rate (74%, Fall 2015 entering students graduating by Summer 2019) increased to meet the targets this year. Moreover, analysis of students' degree progress for the Fall 2017 and Fall 2018 transfer cohorts suggests that these graduation rates will continue to increase over the next two years. As transfer students continue to comprise a substantial proportion of SMCM's incoming students, the College will continue to explore strategies to support them and ensure their timely graduation. For example, in Spring 2019, all departments engaged in the preparation of detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree. To date, faculty in 25 out of 26 academic programs have prepared a total of 114 targeted articulation agreements. Most of these agreements are under review by the partner community college, and are anticipated to become active during the 2019-20 academic year.

Peer Benchmarks: Benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (2012 cohort graduating by Summer 2016), SMCM's four-year graduation rate for transfer cohorts (76%) is tied with UM College Park for the highest rate among Maryland public four-year institutions, and was well above the average of 59%. SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 56%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. *(Source: studentachievementmeasure.org)*

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) was strong (78%); while not meeting the target of 80%, it was above the overall student population six-year rate of 77% for FY19. However, the four-year graduation rate (59%) was low for the second year in a row, similar to four-year rates among most other Fall 2015 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was again below the target and lower than the rate for the overall population.

> *Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY17 (75%, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (45%), and Maryland private institutions (63%). Notably, this rate also exceeded the FY17 rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 90%, nearly equal to their overall six-year graduation rate. *(Source: IPEDS Data Center)*

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Objectives 4.1, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has exceeded the target for the past four years. While the percentage of students reporting internships was low again this year, it remains strong and recent expansion of Career Development Center staff and programming are expected to support future increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past four years.

> *Peer Benchmarks:* Similar, but not identical, benchmarks are available for community service and internships. The Corporation for National and Community Service, a federal agency that supports and tracks volunteering efforts at national and state levels, reported that the national volunteer rate for college-age adults in 2018 was 26%, and the rate for Maryland residents (of all ages; demographic breakdowns not available) was 36%. The rate for SMCM seniors in 2018 was 71%. Although the methodologies underlying the calculation of volunteer rates certainly differ in multiple ways (e.g., college-age adults versus graduating seniors versus all adults), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to internships, the National Association of Colleges and

Employers (NACE) reported that among over 7,800 sampled senior college students from 504 campuses in Spring 2018, 53% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 41% among SMCM graduating seniors in 2018, it is important to note that NACE also reported that the top majors of students most likely to have completed an internship were agriculture, communications, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top seven majors. *(Sources: Corporation for National and Community Service, www.nationalservice.gov/vcla; NACE Class of 2018 Student Survey Report)*

C. Response to Commission Assessment

The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

DeSousa-Brent Scholars Program (DBSP)

The DBSP, established in 2007, is SMCM's flagship program for underrepresented students. First-year and transfer students are invited to apply to the DBSP based on interest, high school accomplishments, and leadership potential, and are interviewed by the Program Director prior to being offered enrollment in the program. DBSP students attend a pre-matriculation summer bridge program, receive intensive advising, are enrolled in the same first year seminar as other DB Scholars (to facilitate cohort building), and carry out a campus-wide leadership project. Funding from the state has allowed for the expansion of the DBSP from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation.

> *Populations Served:* Students from groups traditionally underrepresented in higher education, including students belonging to ethnic minority groups; first generation students; students eligible to receive Pell grants; students with disabilities; or students from rural or urban communities.

Obstacles Faced: Since DBSP students are often the first in their families to attend a four-year institution, they may not possess the same knowledge of academic study skills, campus life, and general college expectations as their peers who are not first-generation. Additionally, students who have attended under-resourced high schools may struggle with the increased academic rigor of college coursework, especially at an honors college, and may need assistance with time management. Both of these issues are addressed in the DBSP via the first year seminars, which are taught in special sections limited to DBSP students, as well as through intensive advising. Finally, DBSP students may face obstacles related to their low-income status. In response, DBSP students are offered generous financial aid packages whenever possible, and receive laptop computers for their personal academic use upon entry to the program.

Metrics: Several quantitative and qualitative assessments are in place. The retention and graduation rates of each successive DBSP cohort are closely monitored. Beginning with the Fall 2015 cohort, these rates have been evaluated against aspirational targets set by the State of Maryland. The program has met each one of these success goals, including increasing first-to-second year retention from 80% to 88%; increasing first-to-third year retention from 68% to 80%; and increasing the four-year graduation rate from a low of 32% in the first year to 71% for the most recent year, effectively closing the completion equity gap between participating DBSP students and all SMCM students. In addition, DBSP students are surveyed following the summer bridge experience to assess how well prepared they feel for college, and to solicit suggestions for improvements. DBSP alumni are periodically surveyed to assess the impact of the program on their college experience and post-baccalaureate professional lives.

Evidence: On survey responses and in individual consultations and advising meetings, DBSP students expressed a number of academic concerns, including study skills, time management, understanding of transfer credits, requesting and using academic accommodations, and degree planning. In response, the DBSP partnered with several offices on campus, including the Registrar and the Office of Student Support Services, to offer workshops specifically tailored for DBSP students to address these concerns. For example, major-specific workshops focusing on multi-year degree planning are now being offered to assist students in understanding how to effectively and efficiently complete their major requirements within four years.

MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

Obj. 1.1 At least 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.

Obj. 1.2 Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.

Obj. 1.3 Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	74%	77%	75%	78%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	97%	98%	99%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	89%	91%	89%	88%	88%	88%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

Obj. 2.1 Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Median (verbal and mathematics combined) SAT scores of first year entering class	1,165	1,150	1,130	1,180	1,185	1,175	1,175
Average high school GPA	3.39	3.36	3.34	3.33	3.38	3.38	3.40
Percent of entering first year class who are minorities	33%	28%	31%	27%	25%	33%	31%
Percent of entering first year class who originate from outside of Maryland	6%	7%	7%	9%	7%	6%	7%
Percent of entering first year class from first generation households	19%	19%	18%	25%	21%	22%	22%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	18%	21%	19%	20%	17%	22%	20%
Four-year graduation rate for all students	70%	72%	68%	63%	64%	65%	62%
Four-year graduation rate for all minorities	55%	63%	52%	59%	52%	55%	49%
Four-year graduation rate for African-American students	48%	48%	49%	46%	51%	59%	35%
Four-year graduation rate for Hispanic students	75%	67%	52%	68%	53%	44%	63%
Four-year graduation rate for all first generation students	68%	79%	60%	59%	60%	55%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	66%	76%	57%	55%	60%	58%	49%
Six-year graduation rate for all students	79%	73%	78%	80%	77%	71%	70%
Six-year graduation rate for all minorities	85%	68%	67%	72%	67%	67%	62%
Six-year graduation rate for African-American students	87%	56%	55%	56%	69%	51%	66%
Six-year graduation rate for Hispanic students	86%	82%	81%	81%	68%	74%	55%
Six-year graduation rate for all first generation students	77%	69%	74%	85%	69%	62%	69%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	65%	69%	68%	84%	69%	62%	68%

Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

First to second-year retention rate	86%	86%	87%	87%	82%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	18%	16%	17%	16%	17%	18%
Percent women of all full-time tenured or tenure-track faculty	47%	47%	46%	51%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	23%	24%	24%	27%	29%	28%	28%
Percent women of all full-time (non-faculty) staff	57%	54%	55%	52%	57%	55%	55%
Percentage of entering fall class who are transfer students	21%	22%	25%	20%	22%	20%	20%
3-year graduation rate for all transfer students	61%	53%	62%	56%	62%	75%	74%
4-year graduation rate for all transfer students	67%	74%	62%	71%	74%	72%	80%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	71%	72%	72%	75%	73%	73%	73%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	86%	84%	80%	80%	81%	81%
Four-year graduation rate for students receiving need-based aid in the first semester	71%	75%	66%	61%	59%	58%	56%
Six-year graduation rate for students receiving need-based aid in the first semester	76%	72%	75%	81%	78%	67%	64%

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

    Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

    Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

    Obj. 4.3 The rate of employment among five-year out alumni will be 95 percent.

    Obj. 4.4 At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of graduating seniors who will have performed community service while at SMCM	62%	70%	79%	71%	69%	70%	70%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	43%	45%	41%	40%	45%	45%
[1] Employment rate of five-year-out alumni	91%	98%	97%	98%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	48%	63%	60%	64%	67%	65%	65%

NOTES

[1] Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.