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2007 Performance Accountability Report
Maryland Public Colleges and Universities

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COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

MISSION

Summary of Institutional Mission Statement

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.

Aspiration Goals

Allegany College of Maryland visualizes an institution of higher education that is respected for its overall quality, its faculty and staff, its caring attitude, its physical environment, and its outstanding services to its students and community.

INSTITUTIONAL ASSESSMENT

Allegany College of Maryland experienced a second year of decrease in credit enrollment for fall 2006 to 3,567 students. However, Continuing Education registrations increased for the third year in a row and to a record level of 13,073 for FY 2006. The College projects modest credit and non-credit enrollment growth over the next year.

Credit students at Allegany are mostly traditional, female (67%), white (91%), and take classes on a full-time basis (57%). Slightly over half reside in Maryland. However, if present trends continue, the College should attract an even higher proportion of young, female, minority, and out-of-state students from its tri-state service region. These changes will be driven by College marketing strategies as well as regional economics and demographics. According to the U.S. Census Bureau, the economies and populations of Allegany and neighboring counties in West Virginia and Pennsylvania will grow only slowly during the next few years. This slow growth means that the College must market itself regionally to maintain the critical mass required to sustain programs.

The College will continue to offer competitive programs for transfer to institutions in Maryland and elsewhere. However, the bulk of new growth is expected in career programs targeted on emerging industrial sectors, including technology, telecommunications, criminal justice, travel and tourism, and allied health. In this vein, the College will introduce two new programs during the next academic year – Home Health Aide Certificate and Professional Golf Management Certificate.

The College serves as an important catalyst for regional economic development. This role will be reinforced as construction is completed in fall 2009 of a new Western Maryland Health System hospital across from the College. As part of this project, the Allegany County Health Department was relocated to a newer, refurbished facility in the former Kelly Springfield Corporate Headquarters building next to the campus. In addition, a major health office and residential complex called Evitt's Landing is planned next to the campus. These developments will be accompanied by significant road upgrades in the Willowbrook Corridor that will transform the

area into a prime growth center for Allegany County and the region. The College is also expected to play a much more prominent role in the revitalization and growth of the city's downtown business district. The College assumed recently ownership of a 20,000 square foot facility in Downtown Cumberland (called the Gateway Center) that houses its hotel and restaurant management and culinary arts programs and a student operated café.

The location of the College in the narrow neck of the Western part of the State places it in a unique situation regarding its service area. Pennsylvania is only two miles to the North and West Virginia is a mile to the South. Thus, the majority of the typical service region for commuting students is out of state. Because of the shape of Allegany County and the geographic orientation of its mountains, its economic and social systems trend North and South and are thus tri-state in nature. The expansion of regional recruitment and marketing strategies coupled with the availability of student housing adjacent to the campus beginning in fall 2001 semester has increased the attractiveness of the College throughout the State and region. The 240-unit student housing complex has achieved complete occupancy within three years of operation and had a significant impact on enrollment growth during this period. Opportunities are thought to exist for additional student housing expansion, particularly for the types of housing that serve young families.

Because the College is located in an economically lagging region, its financial situation is more acute than other community colleges in the state. The College has limited local resources and state and county funding have grown slowly. Therefore, the College must continue to draw on revenues contributed by student tuition and fees for the majority of its operations. These increases have a particularly detrimental impact on students because over eighty percent depend on financial aid to fund at least part of their studies. This percentage of financial aid dependence is by far the largest in the state. Fortunately, enrollment increases and cost savings measures enabled the College to maintain its in-county tuition levels over the period 2000-2005. However, in 2005-06 and again in 2006-07 tuition had to be increased.

Long-term planning plays a critical role in the College's efforts to provide a quality learning environment. Information obtained from MHEC indicators is useful in measuring the progress of the College in achieving this goal and is fully incorporated into the College's newly created *Institutional Assessment Plan* which will be reviewed on an annual basis and used in developing College initiatives and making resource allocation decisions. The College's biggest challenges continue to be funding and countering local population loss by regional student recruitment efforts. Major strategies being implemented to deal with these and other challenges are organized into the Accountability Report themes of (1) Accessibility and Affordability, (2) Quality and Effectiveness: Student Satisfaction, Progress and Achievement, (3) Diversity, (4) Economic Growth and Vitality; Workforce Development, (5) Community Outreach and Impact, and (6) Effective Use of Public Funding.

Accessibility and Affordability

Six indicators are included in this category. Taken together, they show that the College is contributing towards the state goal of providing "a system of postsecondary education that promotes accessibility and affordability for all Marylanders" described in the 2004 *Maryland*

State Plan for Postsecondary Education.

The first indicator has three components, number of credit and noncredit students and unduplicated institutional headcount. Fiscal year 2006 saw a slight decrease in credit enrollment but an increase in non-credit enrollment to record levels which helped to drive an increase in total institutional unduplicated headcount. All three items exceed benchmarks and are expected to remain steady during the 2007 fiscal year.

The next three indicators represent the College's market share of service area enrollment. Market share of first-time, full-time freshman (indicator #2) increased but fell short of its benchmark. A new dual enrollment agreement with the Allegany County Board of Education, new articulation agreements with Frostburg State University and University of Maryland University College, and targeted scholarship and academic support services for adult students are expected to help improve the attractiveness of the college as the first choice for first year full-time studies. Indicator #3, Market share of part-time undergraduates, experienced an increase and remained above its benchmark. The continued improvement in this indicator may be related to expanded efforts to accommodate the adult part-time student through expanded online learning opportunities (see indicator #5) and competitive tuition rates (see indicator #6). Market share of recent college-bound high school graduates (indicator #4) dropped below its benchmark in 2005-06. Although, the College continues to serve as the institution of choice for regional college-bound graduates, initiatives described above should help to improve this measure.

Online learning enrollment continued to experience rapid growth in FY 2006 (see indicator #5). Credit enrollment has already exceeded its 2010 benchmark. During the year, the College began to offer online courses through the Blended Schools initiative. In addition, the College will begin to offer its first programs, AAS degree programs in Computer Science Technology—Web Development Option and Business Management, that allow students to take a majority of coursework through online courses. Continued growth is expected in this indicator.

The final indicator (#6), tuition and fees as a % of tuition at Maryland public four-year institutions, experienced an increase over the previous year but still lies below its benchmark level. The College's FY 2007 budget tuition rate increased $5 for in-district, out-of-district, and out-of-state students. During FY 2008, the tuition rate will increase by a much smaller amount ($1) after two back-to-back years of $5 increases. Therefore, this indicator should remain below benchmark levels for next year.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

Seven indicators are included in this category. They provide evidence that the College is continuing to contribute toward the state goals of "quality and effectiveness" and "A student-centered learning system" described in the 2004 *Maryland State Plan for Postsecondary Education.*

Two of the indicators in this category (indicator #7, Graduate satisfaction with educational goal achievement, and indicator #13, Student satisfaction with quality of transfer preparation) are

based on the graduate survey. Although both indicators declined slightly, they remained above established benchmarks.

No new biennial data is available for indicator #8 (Non-returning student satisfaction with educational goal achievement) which as last reported remained below its corresponding benchmark at sixty-five percent. Spring 2007 cohort data will not be available until fall 2007. However, the College routinely performs this survey every year for its own institutional assessment purposes. Data available for the Spring 2006 cohort shows that 72.8% of non-returning students had "completely" or "partly" reached their goal by the end of the semester (Source: Allegany College of Maryland. 2007. *Attrition Survey: Spring 2006-Fall 2006*). This percentage exceeds the spring 2009 benchmark.

Indicator #12 (Performance at transfer institutions) continued to decline for a fifth consecutive year. During the last year, the College completed several major planning, assessment, and professional development initiatives that are expected to impact student learning outcomes and transfer success in the future. A Student Learning Assessment Plan and Institutional Assessment Plan were developed to provide better diagnostic data and assist in identifying new initiatives for improving student learning. In addition, a vacant position of Associate Dean of Instructional Affairs was filled to coordinate the full implementation of a new *Student Learning Assessment Plan* as well as provide faculty development to support the plan. The Associate Dean will also develop a formalized three-year *Instructional Credit Program Plan* which addresses the areas of developmental education, general education, learning resources, the student success center, distance learning, faculty staffing, a program review system, and new program initiatives. Finally, a major faculty development initiative based on the principles of the Faculty Formation Model was begun.

Three indicators are computed as part of the Degree Progress system recommended by a Maryland Association of Community Colleges work group and adopted by the Maryland Higher Education Commission in 2006. The first (#9 – Developmental completers after four years) measures the percentage of students who complete recommended developmental coursework after four years. The others (#10 Successful-persister rate after four years and #11 Graduation – transfer rate after four years) follow cohorts of students with differing levels of preparation and remediation success through their college experience. With three years of data now available for these indicators, a clear pattern of decline in developmental completion, success/persistence, and graduation/transfer is evident. The notable exception is the success/persistence and graduation-transfer rates of college-ready students which have remained fairly steady.

The College is in the process of making a number of changes to its developmental program to improve student success. In fiscal year 2007, it changed its developmental testing system from ACT's ASSET/COMPASS system to the College Board Accuplacer System. This change has entailed changing cutoff courses and modifying coursework to emphasize more critical thinking skills which are important in subsequent coursework. Moreover, the College has implemented a more reliable system for enforcing its developmental prerequisites for credit coursework. Additional student support services have been provided for first-generation adult students by the creation of the Turning Point Center which delivers personalized counseling, tutoring, and other student support services. The College has also ramped up its intervention in Willowbrook

Woods apartments, an off campus housing complex that was managed by a private property management firm, but is now managed by the College. The College began to provide direct supervision, academic support, student activities, and crisis counseling to this student population in the fall 2003.

Diversity

This category of five indicators shows how the College is working toward the goal of "diversity" described in the 2004 *Maryland State Plan for Postsecondary Education.*

The College has established a benchmark for minority representation based on the demographic makeup of its service area population. Minority enrollments are higher than the percentage minority residents reported in U.S. Census Bureau estimates (see Indicator #14, Minority student enrollment as % of service area population) even though a large proportion of the county minority population consists of prison inmates housed at local federal and state prisons.

The College does not yet meet its minority employment indicator benchmarks (#15, Percent minorities of full-time faculty, and #16, Percent minorities of full-time administrative and professional staff). Efforts being made to attract qualified minority staff in these areas and to foster diversity are described more completely in the 2003 report to MHEC entitled *Campus Action Plan on Minority Achievement* and the follow-up 2005 *Minority Achievement Report.* Since these reports were submitted, the College has established a formal Office of Diversity and stepped up professional development efforts by offering several workshops and seminars on cultural diversity.

Two Degree Progress system indicators used in this category (#17 Successful-persister rate after four years and #18 Graduation-transfer rate after four years) are not reported since each minority cohort contains fewer than fifty students. The indicator values are not reported and College benchmarks have not been established.

Economic Growth and Vitality; Workforce Development

This category consists of eleven indicators which demonstrate the College's contribution toward the state goal of developing "a highly qualified workforce." Four of these indicators are new to this report.

Three of the measures (Indicator #20, Percent of career program graduates employed full-time in related area, Indicator #21, Graduate satisfaction with job preparation, and Indicator #22, Employer satisfaction with community college career program graduates) are derived from graduate and employer follow-up surveys. The percentage of career program graduates employed full-time remained the same as the previous survey and above its benchmark. Employer satisfaction with career program graduates was 100% for the employers who responded to the survey which exceeded its benchmark. Graduate satisfaction with job preparation increased but remained below its benchmark.

Five indicators are continuing education contract training indicators (#24 Enrollment in noncredit workforce development courses, #25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure, #26 Number of businesses and organizations served in contract training, #27 Enrollment in contract training courses, and #28 Employer/organization satisfaction with community college contract training). Two of the indicators (#24 and #25) saw decreases and are below benchmark levels. The number of businesses and organizations served and participants increased over the previous year's totals and are both above benchmark levels. Satisfaction with contract training (indicator #28) dipped slightly to 98% but remained above its benchmark.

First-time pass rates for licensure exams in selected Allied Health programs at the College showed mixed results. Pass rates improved for two programs (Registered Nursing, Physical Therapist Assistant) and decreased in four (Radiologic Technology, Respiratory Therapy, Occupational Therapist Assistant, and Practical Nursing). Two programs fell short of their respective benchmarks: Physical Therapist Assistant (PT) and Respiratory Therapy.

The remaining indicator #19 (Occupational program Associate degrees and credit certificates awarded) shows overall growth, mainly because of the huge growth in Health Sciences graduates during the period. Over the four year period, only two program areas have shown decreases: Business Programs and Natural Science which reflects graduates of the Forestry Technology and Culinary Arts programs. The large growth experienced in Engineering Technology can be attributed to the addition of the Applied Technical Studies program which allows students enrolled in a training program approved for college credit by the American Council for Education to apply credits to the elective portion of the graduation requirement up to a maximum of 30 credits.

Graduation patterns track enrollment patterns with an approximate three year lag. Since the college experienced record enrollment in 2005 which has tapered off since that time, graduation numbers should begin to decrease in the next two years. However, the College is developing several new retention efforts (such as the Turning Point house and new career associate degree and certificate programs (described earlier) which could help counter the expected decreases.

Community Outreach and Impact

This category contains two continuing education indicators: #30 (enrollment in non-credit community service and lifelong learning courses) and #31 (enrollment in noncredit basic skills and literacy courses). Annual enrollment in community service/lifelong learning courses was up over the previous year and exceeds its benchmark level. The College offers no Continuing Education basic skills courses—this service is provided by other area agencies. Therefore, this indicator has a value of zero for each fiscal year and its benchmark is set to zero.

Effective Use of Public Funding

The two indicators for this category (Indicator 32, Percentage of expenditures on instruction, and Indicator 33, Percentage of expenditures on instruction and selected academic support) increased over the past year, and are now above their respective benchmarks. The College will encounter

considerable challenges in maintaining the percentages for these indicators because of expected increases in utility and insurance costs. However, the College will implement a five-year planning and budget model and introduce cost savings measures described elsewhere in this report in an effort to meet its benchmarks.

COMMUNITY OUTREACH AND IMPACT

Service to the community is an important part of the College's mission. This section reports on new initiatives introduced during the past fiscal year or ongoing programs that were not reported in last year's Accountability Report. Initiatives are divided into the following categories: Economic Development/Business Partnerships, Local School Partnerships, Local College/University Partnerships, and Community Services.

(1) *Economic Development/Business Partnerships*

• **New Credit Programs.** The College created two new programs to meet community workforce needs during the academic year. The Home Health Aide Certificate program is a 16 hour program designed for job-entry training in the home care industry. Funding to start this program was provided by a grant from the Appalachian Regional Commission. The Professional Golf Management Certificate is a 34 hour program designed for job-entry management raining in the golf industry. Partnerships will be developed with area golf courses to provide internships. These may include but are not limited to Cumberland Country Club, Rocky Gap Resort, The Bedford Springs Resort, The Bedford Elks Country Club, Down River Golf Course, and Somerset Country Club.

• **New Grants.** The College was successful in obtaining grant funding that will assist in workforce training efforts. These grants include "Scholarships for Disadvantaged Nursing Students" (Department of Health and Human Services) to provide funding for full-time students enrolled in the nursing curriculum who are economically or environmentally disadvantaged, an "Innovative Partnerships For Technology" Grant (Maryland Higher Education Commission) to fund technology equipment purchases, a Computer Science Achievement Scholarships Grant (National Science Foundation) to provide scholarship assistance to 20 full-time students in the computer science degree program who are academically talented, but who may be at high risk due to financial need, a grant entitled "Supporting and Strengthening Small Business Development in Downtown Cumberland, Maryland through Information Technology and Related Business Training" (United States Department of Agriculture, Rural Development) to provide convenient information technology and related business development training for business owners and their employees presently working in small businesses throughout downtown Cumberland, and a grant entitled "Enhancing Forestry Education Through Articulation, Graduation, and Economic Development" (United States Department of Agriculture – Higher Education Programs) that will recruit additional students to produce Forest Technology graduates to meet the economic needs of the regional workforce by strengthening seamless articulation agreements with high schools state-wide; recruit more students to produce quality Forestry Transfer graduates to meet recruitment requirements for Land-grant institutions; and work with employers to market the newly created one-year Tree Care Technician Certificate.

• **Wellness Program.** The college began working with Life Fitness Management to administer its wellness program. A comprehensive group report was prepared and presented to college staff. The report showed that faculty and staff had numerous strengths such as a low risk for lung cancer and cholesterol levels in the desirable range. Areas of concern for the group are high risk for colon cancer, diabetes and heart disease. These areas are being addressed by encouraging faculty and staff to exercise, lose weight, and have colon screenings/exams.

(2) *Local School Partnerships*

• **Dual Enrollment/Teacher Academy.** The College and Frostburg State University began partnerships with the Allegany County School Board to offer dual enrollment courses for high school seniors interested in an education career. Seniors will be able to complete as many 14 college credits. Credits earned at Allegany College of Maryland will then be fully transferable to FSU. The program is designed to address the potential for teacher shortages in the region. The program may be expanded to other fields, such as computer science, in the future.

• **Blended Schools Consortium.** The College began presenting new on-line college course opportunities in the fall to Pennsylvania school districts enrolled in the Distance Learning consortium called Blendedschools.net. This dual enrollment opportunity is expected to result in expanded online enrollment.

• **Annual Tri-State Math Contest.** The Math Department sponsored the 22nd Annual Tri-State Math Contest for area 11th grade students at the campus this year. In April 2007, there were 71 students from 9 area high schools participating.

(3) *Local College/University Partnerships*

• **Articulation Agreements with FSU.** The College began discussions with FSU to promote dual enrollment and seamless transition for transfer students. One example of the potential benefits of this partnership is the offering of a 300-level English composition course on this campus with an FSU instructor coming to the campus to teach. Another idea being studied is having FSU faculty teach the final two years of a bachelor's of technology degree on this campus.

• **RN to BSN Program.** The College is jointly researching with Frostburg State University the regional need for a Bachelors of Science in Nursing program. The program would allow students taking the first two years of the program at Allegany College of Maryland to finish their final two years at Frostburg State University.

• **University of Maryland University College Dual Admission.** Beginning in the Fall 2007, the College will offer dual admission with the University of Maryland University College in several degree programs, including business administration, global business and public policy, fire science, gerontology, criminal justice and environmental management.

(4) *Community Services*

- **Allied Health Addition.** The College completed its expansion project for the Allied Health Building. The additional 6,000 square feet of space will allow growing Allied Health programs to meet the need for additional instructional and laboratory space.

- **Library Renovation.** Design work commenced on a Library Renovation/Addition project. The project includes interior renovations and the addition of a 6,000 square foot room with plans to house computers and the Appalachian Collection. This building is frequently used by members of the community for genealogical research and also houses a Government documents repository.

- **Addition of Safety and Security/Development of Emergency Plan.** During the year, a Coordinator of Security was hired by the College. Among his responsibilities, the new coordinator is charged with developing a total security plan for the college, working with local law enforcement agencies and other College departments to resolve security matters, and maintaining formal relationships and contacts with law enforcement agencies and personnel in the region for the purpose of providing total coordinated security for ACM.

- **Student Misconduct Task Force.** The College has begun a collaboration with Frostburg State University and local law enforcement to share information/strategies on managing and responding to student misconduct – particularly off-campus misconduct. This newly formed group meets at least three times annually at Frostburg State University and has already succeeded in shutting down an illegal venture that drew students from both campuses and regularly resulted in violence and drug activity. The task force is also coordinating joint emergency response training. This training is still in the planning stages but will likely take place in the summer of 2007. Finally, this group facilitates identifying students and conducting investigations when incidents occur.

- **Integrative Health Project.** The college completed the portion of its Integrative Health Core Curriculum Project (IHCCP) which was funded with a federal HRSA grant. The goals of the project were to: (1) design integrative health (IH) courses in order to introduce evidence-based content and research into the college curriculum, (2) develop an IH letter of recognition, (3) train faculty and community partners in the best practices and the latest research in IH, (4) redesign allied health education on an integrative model, and (5) develop national/community partnerships. In the last several years, 12 IH courses have been developed, many faculty have been trained at nationally known conferences and educational centers in evidenced-based mind/body medicine, and national partnerships have been built, including relationships with the Meadville Min-Body Wellness Center and the Georgetown University Medical School. As a result of the 2005/2006 HRSA grant, community partnerships have also been established with the Western Maryland Health System, Human Resources Development Commission, Archway Station, the Family Crisis Resource Center, and the Allegany County Health Department.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	43.43	43.27	43.45	42.58
B.	Students with developmental education needs	69.59	68.93	63.58	72.46

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	11	8
D.	Financial aid recipients				
	a. Percent receiving Pell grants	34.9	35	34.4	30.9
	b. Percent receiving any financial aid	82.6	82	82.9	81.3

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		NA	53.3%	NA

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	5.21	5.91	6.41	6.50
	b. Asian, Pacific Islander	0.44	0.54	0.57	0.62
	c. Hispanic	0.69	0.73	0.74	0.62
	d. Native American	0.39	0.35	0.22	0.11
	e. White	91.77	90.66	90.78	90.78
	f. Foreign	0.00	0.00	0.00	0.00
	g. Other	1.51	1.81	1.28	1.37

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$7,227	$7,040	$7,431	NA
	b. Median income three years after graduation	$29,434	$26,825	$31,159	NA
	c. Percent increase	307	281	319	NA

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	11,486	11,941	12,452	12,805	11,636
	b. Credit students	4,264	4,555	4,617	4,596	4,412
	c. Non-credit students	7,561	7,808	8,242	8,611	7,619

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	65.4%	65.7%	58.9%	61.6%	63.6%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	74.6%	76.6%	76.6%	77.1%	76.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	59.4%	65.0%	64.4%	61.6%	63.8%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	219	648	889	1,109	1,000
	b. Non-credit	32	146	139	186	200

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	45.5%	44.1%	42.1%	44.3%	45.5%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	93	96	95	93	93

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark Spring 2009
8	Non-returning student satisfaction with educational goal achievement	69	65	65	NA	68

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2010-2011
9	Developmental completers after four years		31.5	31.3	29.4	32.0

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persister rate after four years					
	a. College-ready students		73.5	81	80.9	78.8
	b. Developmental completers		80	75.7	70.7	79.4
	c. Developmental non-completers		80	72.1	64.4	77.6
	d. All students in cohort		77.7	75.5	70.2	78.1

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		48.5	46.7	46.4	48.6
	b. Developmental completers		52.7	44.1	47.1	49.4
	c. Developmental non-completers		50.4	41.9	37	47.1
	d. All students in cohort		50.4	43.8	42.3	48.0

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	80.8	80.5	73.9	76.1	83.6
	b. Mean GPA after first year	2.74	2.64	2.54	2.48	2.79

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	82	82	91	90	83

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	8.23	9.34	9.22	9.22	8.20
	b. Percent non-white service area population, 18 or older (not benchmarked)	7.9	8.1	8.2	8.2	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	0.9	0	0	0	1.0

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	0	1.7	0	0	1.0

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persister rate after four years					
	a. African American		<50 cohort	<50 cohort	<50 cohort	NA
	b. Asian, Pacific Islander		<50 cohort	<50 cohort	<50 cohort	NA
	c. Hispanic		<50 cohort	<50 cohort	<50 cohort	NA

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		<50 cohort	<50 cohort	<50 cohort	NA
	b. Asian, Pacific Islander		<50 cohort	<50 cohort	<50 cohort	NA
	c. Hispanic		<50 cohort	<50 cohort	<50 cohort	NA

Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area:					
a. Business	73	65	94	54	83
b. Data Processing	56	56	66	66	59
c. Engineering Technology	9	5	5	44	7
d. Health Services	280	321	337	373	283
e. Natural Science	14	17	12	9	15
f. Public Service	28	25	30	40	26

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field.	70	76	87	87	77

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with job preparation.	92	77	76	82	86

	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	92	87	94	100	91

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. Registered Nursing Licensure Exam	94	94	91	99	90
Number of Candidates				104	
b. Practical Nursing Licensure Exam	100	100	100	96	95
Number of Candidates				27	
c. Dental Hygiene National Board Exam	100	94	100	100	95
Number of Candidates				34	
d. National MLT Registry	88	100	100	100	95
Number of Candidates				8	
e. Radiologic Technology Cert. Exam	100	100	100	92	95
Number of Candidates				21	
f. Respiratory Therapy Certification Exam	86	93	95	75	90
Number of Candidates				20	
g. Occupational Therapy Assistant Cert. Exam	80	78	100	91	85
Number of Candidates				11	
h. Physical Therapist Assistant Cert. Exam	88	64	63	64	75
Number of Candidates				14	

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	1862	1560	1568	1488	1,711
b. Annual course enrollments	2071	1735	1866	1810	1,997

	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.				
a. Unduplicated annual headcount	5029	5407	5194	5,322
b. Annual course enrollments	5029	5407	5194	5,322

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services under contract.	104	77	91	98	95

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	4567	4247	4921	5148	4,845
b. Annual course enrollments	5933	5554	6416	6745	6,334

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	100	100	100	98	95

Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	880	1032	999	1032	963
	b. Annual course enrollments	962	1250	1219	1250	1,117

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	0	0	0	0	0
	b. Annual course enrollments	0	0	0	0	0

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	42.8	44.3	43.5	43.9	43.7

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	54.9	55.6	54.9	55.3	55.2

ANNE ARUNDEL COMMUNITY COLLEGE

MISSION

With learning as its central mission, Anne Arundel Community College strives to embody the basic convictions of the American democratic ideal: that individuals be given full opportunity to discover and develop their talents, energy and interests, to pursue their unique potentials, and to achieve an intellectually, culturally, and economically satisfying relationship with society. Such opportunity should be easily available and readily accessible to all Anne Arundel County residents.

INSTITUTIONAL ASSESSMENT

Anne Arundel Community College has a comprehensive assessment process that evaluates the overall effectiveness of the college in meeting its mission and goals. The college attends to institutional assessment through a regular data-driven cycle of planning and assessment. In addition to this report, the Strategic Plan, the Institutional Planning and Assessment Model, the Annual Institutional Assessment Report, and the End-of-Year Progress Report form the core of assessment activities supporting AACC's commitment to institutional assessment. The college's new strategic plan 2015@AACC.qual.edu includes specific strategies to keep institutional assessment efforts at the forefront. The college monitors and continuously assesses this plan through an institutional assessment system with well-defined indicators for measuring institutional effectiveness in meeting mission mandates and achieving expected outcomes of the strategic plan. In addition to the 32 MHEC indicators, AACC employs an additional 42 institutional effectiveness indicators that are tied to the strategic plan to quantitatively and qualitatively measure effectiveness using base-line data and benchmarks.

The college also has institutionalized its assessment efforts through an Institutional Assessment Team made up of faculty, staff and administrators. This very active body is involved in key assessments, planning and decision-making and works very closely with AACC's Office of Planning, Research and Institutional Assessment and the president and vice president work group. This year, the committee was involved in a general review of all the established institutional effectiveness indicators. As part the process, each performance measure's description and definition of the standard was assessed, the benchmark was set, and standards against which to measure the college's performance were established. The Institutional Assessment Team prepares the Annual Institutional Assessment Report and a scorecard that is used throughout the institution. The Strategic Planning Council uses this report to identify areas of strength and weakness and to make recommendations to improve performance.

Access and Affordability

One of the key measures of access and affordability is the number of credit students enrolled at the college. Credit headcount enrollment established new highs for the sixth straight year in 2006. Headcount reached 14,699 students. Between Fall 2002 and Fall 2006, credit enrollment increased by 6.4%.

Fiscal year enrollment increased from 20,479 in FY 2003 to 21,293 in FY 2006. Annual unduplicated non-credit headcount enrollment increased from 33,895 in FY 2003 to 35,971 in FY 2006. This represents a 6.1% increase.

The college continues to attract close to 62% of all Anne Arundel County residents enrolled as first-time full-time freshmen in any Maryland college or university. AACC's market share of part-time students currently stands at 75.5%. AACC is also the college of choice for a high proportion of recent college-bound high school graduates. The college's market share of new Anne Arundel County Public High School graduates (70.0%) enrolled in Maryland higher education attending AACC is higher than both its peer institutions and the community college system average.

The college works very closely with the area high schools to strengthen and enhance its recruitment efforts. A good example of this effort is the Jump Start program. Jump Start is a program jointly sponsored by Anne Arundel Community College and the Anne Arundel County Public Schools. Jump Start allows seniors who have completed the majority of their high school requirements to take college level courses while they are still in high school. Participants qualify for a 50% tuition reduction. The program has grown substantially over the past five years from 88 students in Fall 2002 to 634 students in 2006. On an annual basis the program grew from 201 in academic year 2002-2003 to 670 in 2005-2006. More than 1,500 total students have enrolled in the program since 2002.

Another example of the college's effort to strengthen its ties with the public schools and enhance its recruitment efforts is the College and Careers Transition Program (CCTI). AACC is one of 15 community colleges chosen nationally by the League for Innovation in the Community College in 2003 to participate in the CCTI. A federally funded program, CCTI is designed to develop model "pathways" in five high demand areas. In this capacity, AACC is present in eight area high schools, and over 150 students participate in CCTI courses.

Enrollment in online courses for both credit and non-credit courses has increased substantially. On the credit side the number of enrollments increased by 76.6%, from 6,351 in FY 2003 to 11,218 in FY 2006. The non-credit enrollment increased from 401 in FY 2003 to 2,169 in FY 2006.

AACC's per credit hour tuition and fees is one of the lowest in the State. AACC's tuition and fees in FY 2007 constituted 41.6% of those at Maryland's four-year public institutions. This rate is lower than both the system average and peer institutions.

Quality programming, innovative and flexible instructional delivery systems, the close working relationship with the Anne Arundel County Public School system, and affordable tuition and fees are major factors that contribute to AACC's continued success in meeting its access and affordability mandate.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

Anne Arundel Community College measures its success in terms of our students' success. Thus it has a long tradition of measuring student satisfaction and engagement. After administering a homegrown student satisfaction survey for over ten years, AACC shifted in 2005 to the Noel Levitz student satisfaction inventory in order to get national comparative data to compare its performance with similar institutions. The results from the recently administered survey show that AACC's scores on all 70 items were statistically significantly higher than similar institutions. The college also administers the Community College Survey of Student Engagement (CCSSE) to gauge how well students are engaged in the learning process. Results of both surveys are shared with the college leadership and the college community in order to identify strategies to enhance effectiveness.

The Graduate Follow-Up Survey continues to demonstrate that graduates are highly satisfied with their educational goal achievement at AACC. The latest survey results show that close to 97% of AACC graduates indicated that their educational goal was completely or partially achieved.
Graduates also indicated satisfaction with the quality of transfer preparation they received while they were students at the college.

One of the indicators in the student satisfaction, progress and achievement category is non-returning student satisfaction with educational goal achievement. The percentage of non-returning students who say that they had achieved their education goal in attending AACC is moving in the right direction. The latest non-returning student survey results show that 77.8% of the respondents had achieved their education goals. This is an increase of 13.3 percentage points over the Spring 2003 cohort. Further analysis of the results also shows that 22% of the respondents did not achieve their educational goals. However, 68% of these respondents stated that there was nothing the college could have done to help them remain at the college. Similarly, when asked how well AACC met their need while they were enrolled, 73% of the respondents who did not achieve their educational goal rated the item 4 or 5 on a scale of 1(not satisfied) to 5 (very satisfied).

MHEC's revised indicators of student success went into effect with last year's accountability reporting cycle. The revised format is more detailed than the format used in previous reports. Among other things, the current measurements take into consideration the impact of developmental courses on both persistence and graduation. This approach provides a broader understanding of college success.

Indicator 9, developmental completers after four years, looks at the percentage of students in a Fall entering cohort with at least one area of developmental requirement who after four years complete all required developmental courses. The rate for the 2002 cohort shows that 38.9% of the cohort with at least one developmental course requirement completed all requirements in four years. This rate is lower than for both the Fall 2000 and Fall 2001 cohorts. The office of Planning Research and Institutional Assessment, along with the Coordinating Council for Developmental Education, is conducting more research on developmental education and tracking the success of developmental education students at the college. Results from this in-depth research will help AACC improve the completion rate of our developmental students.

Another indicator in the student achievement category looks at the persistence rates after four years. Four rates are calculated for the different segments that make up the incoming cohort. The rates for the 2002 cohort paint a different picture for each group in the cohort. Students in the cohort that have completed all their developmental requirements have a higher (89.0%) four year persistence rate than both college ready students and students who did not complete their developmental course requirements. Although the four-year persistence rate for developmental non-completers has gone up from 45.5% in 2000 to 51.0% in 2002, the rate still lags behind the rates achieved by developmental completers and college ready students. Studies conducted at AACC show that developmental completers are more successful in college level courses and earned higher GPAs than their non-completer counterparts. The Coordinating Council for Developmental Education is working with academic advisors to make sure that students understand the importance of completing developmental requirements earlier on so they will be better prepared for college-level course work. In general, the four-year persister rate is moving in the right direction.

The four-year graduation and transfer rates for the Fall 2002 cohort are higher than the rates achieved in the two previous years. Once again a look at the rates for the different segments that make up the cohort tells different stories. Here college-ready students have a much higher four-year transfer/graduation rate than all students in the cohort as well as developmental completers and non-completers. While the rate for developmental non-completers is moving in the right direction, it remains much lower than that of the other groups.

Diversity

The number of students from ethnically diverse backgrounds attending AACC is on the rise. In Fall 2002, this group represented 21.1% of the total credit student body. In Fall 2006, students from ethnically diverse backgrounds accounted for 25.4% of the total credit student body. The number of African-American students has increased by 18.0% since 2002. African-American students currently account for 15.9% of the total credit students compared to the service area population that is 13.8%.

Black/African American and Diversity enrollment trend
Fall 2002- Fall 2006

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
Black/African American	1,747	13.6%	1,695	13.5%	1,866	14.7%	2,000	15.5%	2,062	15.9
Asian or Pacific Islander	423	3.3%	421	3.3%	459	3.6%	519	4.0%	548	4.2%
Hispanic	324	2.5%	331	2.6%	360	2.8%	404	3.1%	428	3.3
Diversity (% of all students	2,698	21.1%	2,622	22.2%	2,862	23.3%	3,108	24.7%	3,233	25.4%

The college's commitment to diversity in its workforce is demonstrated through several initiatives that are underway. Goal seven of the new strategic plan 2015@AACC.qual.edu, "Attract and Retain Flexible and Capable Human Resources," has several strategies specifically aimed at achieving diversity in the work force. The goal acknowledges the importance of valuing each employee and creating a climate that is welcoming and free of intolerance to more easily attract and retain a diverse workforce. The goal also recognizes that a diverse workforce exposes AACC students to a variety of cultures and international perspectives.

The college's Diversity Committee is currently in the process of developing a Diversity Plan for the College. In addition, members of the Diversity Committee provide assistance to hiring managers in recruiting and hiring diverse faculty and staff when vacancies arise.

All these efforts are beginning to pay off. The percent of minorities of full-time faculty has increased from 12.2% in Fall 2003 to 14.4% in Fall 2006. The percent of minorities of full-time administrative and professional staff is also moving in the right direction. Both percentages are record highs for the college.

Starting with last year's accountability reporting cycle, MHEC has changed the way colleges report on minority student success. Unlike previous years, the current system looks at minority student success within the context of degree progress. Indicator 17 is designed to measure the four-year persistence rate of minority students by ethnicity. Persistence is defined as graduating with a certificate or a degree, transferring to another institution, earning 30 credits with a cumulative grade point of 2.0 or above, or still being enrolled four years after entry.

Successful persister rate after four years
by ethnicity
2002 Cohort

Indicator	African American	Asian, Pacific Islander	Hispanic	White
Graduated and /or Transferred	39.0%	44.6%	54.2%	52.7%
No award or transfer, but 30 credits with GPA GE 2.0	18.3%	24.3	8.3%	22.6%
Still enrolled	7.5%	4.1%	2.1%	2.4%
Successful or persisting	64.8%	73.0%	64.6%	77.7%

The above table shows the 2006 outcomes for the 2002 cohort. The persistence rates for all three minority cohorts lag behind that of whites, with a wider gap between the African American, Hispanic and white persistence/success rates.

While the four-year graduation and transfer rate of African American students in the cohort is moving in the right direction, from 36.9% in 2001 to 39.0% in 2006, it is still below the rate achieved by Asian/Pacific Islanders and Hispanics. The Asian/Pacific Islander rate dropped from 61.7% in 2001 to 44.6% for the 2002 cohort. The Hispanic rate improved with the 2002 cohort.

The college is committed to minority student success and achievement and will continue to closely monitor the performance of the indicators. Several measures are already underway to enhance minority student success. A good example of this effort is the Student Achievement and Success Program (SASP). Introduced in 2001, SASP is designed to coordinate the use of college and local resources and to provide high quality, individualized services to about 200 students each academic year. The program targets low-income, first-generation or disabled students who are seeking a degree and demonstrate motivation and commitment to completing their educational goals. The singular focus is on the integration of all academic support services to maximize student success. AACC continuously evaluates the effectiveness of the SASP program. Results from these evaluations show that program participants are retained at higher rate from Fall to Spring, have higher GPAs and successfully transfer to four-year institutions.

Economic Growth and Vitality, Workforce Development

Goal three of the new strategic plan 2015@AACC.qual.edu specifically states, " The college anticipates and provides responsive, accessible, high quality programs and resources for the economic, intellectual, social, cultural and work force development of our expanding community." The indicators in the Economic Growth and Vitality, Workforce Development category demonstrate that AACC is a vital force in the service region. As evidenced by the number of degrees and certificates awarded in occupational programs, the college prepares a highly competent workforce. A vast majority of the graduates are satisfied with the way the college prepares them for employment; they are employed full-time in a related field; and 100% of the employers surveyed are satisfied with career program graduates.

AACC's licensure exam pass rates continue to be exceptionally high, and the college takes pride in its on-going efforts to reach the established benchmarks. The nursing exam pass rate for the past three years has been above 95%. Currently it stands at 98%. One hundred percent of Medical Assisting degree graduates have passed their licensure exams over the past four years. Radiological Technology pass rates have been at 100% in three of the past four years. The licensure/certification exam pass rates clearly show that graduates are well prepared to assume responsible positions in their field of choice.

In last year's report, two of the programs- EMT-Intermediate and EMT-Paramedic- had pass rates that are considerably below the benchmarks established by the college. Several factors contributed to the low pass rates. The EMT- Intermediate program that began in 2004 was designed to be a two semester part-time course of study. However, the fire department felt that a 12-week full-time program was needed to address a shortage in the workforce it was experiencing. The class time was found to be too short and too intensive for effective learning to take place. In addition, the first and second classes consisted of new recruits who were required to take the program regardless of their educational goals. What most of these students wanted was to be firefighters and not EMT-Intermediates or Paramedics. It is interesting to note that the evening intermediate program that began in Fall of 2004 and completed in Spring 2005 had a first-time pass rate of 60% and overall pass rate of 90%. Candidates have one year from graduation to pass the national registry exam. Thus, the overall pass rate gives a more complete picture.

The same is true of the EMT-Paramedic program. For example, 12 of the 13 the EMT-Paramedic students who graduated Spring 2005 ultimately passed the exam.

To bring the pass rates closer to the established benchmarks AACC has instituted several changes to the programs. The college is no longer offering an accelerated EMT-Intermediate program. The college will continue to offer the evening part-time program leading to toward EMT-Intermediate certification. The passing grade for all courses has been increased from 70% to 75%. Instructors are also using more interactive learning and critical thinking projects in the classroom. The second and third semester courses are being conducted utilizing a computer hybrid format. The first paramedic class taught with this method has demonstrated a 72.2% first-time pass rate. The full- time instructional faculty assisted by special contract faculty is delivering consistent instruction to intermediate and paramedic students in four different courses of study in the classroom, labs and clinical settings. The FY 2006 pass rates for both programs have improved and are moving in the right direction toward the established benchmarks.

The college continues to play an active role in providing noncredit workforce development courses. Both the number of individuals taking these courses and the number of enrollments show a healthy trend toward the benchmark established for FY 2010.The number of business organizations that took advantage of the contract training opportunities provided by the college and the number of enrollments in contract training courses are also making respectable progress toward the benchmark established for 2010. In each of the past four fiscal years, over 90% of the employers have consistently indicated their satisfaction with contract training courses. All this shows that AACC is a vital force in the community.

The data emerging from the just completed CCbenefits economic impact study validates the critical role AACC plays in the arena of economic vitality and workforce development. The study dramatically demonstrates that the economic impacts attributable to the college are considerable. For example, the AACC service area economy receives roughly $51.2 million in regional income annually due to AACC operations and capital spending. Anne Arundel Community College contributes strongly to the economic well being of the state and local economy through the current college operations and through the economic development effect of past students. The results of this study demonstrate that Anne Arundel Community College is a sound investment from multiple perspectives. AACC enriches the lives of students and increases their lifetime incomes. The college benefits taxpayers by generating increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. For every dollar appropriated by state and local government, taxpayers see a cumulative return of $2.50 in the form of higher tax receipts and avoided social costs. AACC activities encourage new business, assist existing businesses, and enhance worker skills by providing customized training to local business and industry.

Effective Use of Public Funding

As evidenced by indicator 31, the college continues to target the majority of its financial resources (50.4%) directly in support of instruction. This amount is higher than both the Maryland system average and that of our peer institutions. Expenditure on instruction and selected academic support stands at 66.1%, a percentage that is higher than all our peer institutions and the Maryland system average.

III. Community Outreach and Impact

Anne Arundel Community College has always been an active and valuable part of its service region. Throughout the year, the college is engaged in outreach activities that enhance the College's educational mission and commitment to the community. Below are just a few of the ways Anne Arundel Community College is engaged in the community.
The provision of community service and life long learning courses is one way the college is engaged in the community. Enrollment in noncredit community service and life long learning courses increased from 14,374 in FY 2003 to 15,006 in FY 2006. Annual course enrollments jumped from 35,519 in FY 2003 to 37,616 in FY 2006. The college is very well positioned to achieve the benchmarks established for FY 2010.
Another measure of the college's engagement in the community is the headcount and course enrollments in basic skills and literacy courses. Here the numbers are equally impressive. For the past four consecutive fiscal years starting in 2003, headcount enrollment in basic skills and literacy courses has been above 4,000. The highest headcount enrollment, 5,103, was achieved in FY 2004. Currently, the number stands at 4,148. The benchmark established for 2010 is within reach.

In addition to the above activities, the college is engaged in the community through some of the examples listed below.
- AACC students participate in Service Learning, a teaching method that involves students in service to the community. The program allows AACC students to apply what they learn in the classroom to solving real issues in the community while at the same time providing valuable services. In fiscal year 2007, over 955 students took part in Service Learning providing over 13,928 volunteer hours to the community.
- The college provides a full array of cultural offerings to the community. These include plays, music, and dance. In fiscal year 2006, six plays, 10 musical performances by various artists, and 8 dance productions were offered to the community. Close to 10, 000 community residents have benefited from theses cultural offerings.
- The Parenting Center at AACC provides free lunchtime and evening discussions on topics related to parenting. In addition, it sponsors a Town Hall Meeting each Fall and Spring where a panel of professionals who work with children discuss and suggest ways parents can help children handle a range of medical and other problems
- In collaboration with the Community Center of Severna Park, the Parenting Center offers a parenting series with topics ranging from *Parenting the Gifted Child to Parenting in Multicultural America.*
- The college also was the venue for the County Executive Debate, two candidates' forums and many other community events.

ANNE ARUNDEL COMMUNITY COLLEGE
2007 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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	66.6%	66.1%	66.6%	65.3%
B.	Students with developmental education needs	70.9%	70.7%	69.7%	71.0%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,227	1,346	1,411	1,373
D.	Financial aid recipients				
	a. Percent receiving Pell grants	11%	11%	12%	11%
	b. Percent receiving any financial aid	18%	19%	20%	21%

				Sp 2004	Sp 2006
E.	Credit students employed more than 20 hrs/ week			58.7%	60.7%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	13.5%	14.7%	15.5%	15.9%
	b. Asian, Pacific Islander	3.3%	3.6%	4.0%	4.2%
	c. Hispanic	2.6%	2.8%	3.1%	3.3%
	d. Native American	0.7%	0.7%	0.7%	0.7%
	e. White	72.9%	74.2%	73.5%	73.3%
	f. Foreign	0.7%	0.7%	0.7%	0.8%
	g. Other	6.2%	3.3%	2.4%	1.8%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$16,384	$15,111	$15,635	
	b. Median income three years after graduation	$42,536	$42,312	$38,441	
	c. Percent increase	160%	180%	146%	

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	52,012	50,860	54,170	54,970	57,748
	b. Credit students	20,479	20,928	20,920	21,293	22,723
	c. Non-credit students	33,895	32,186	35,482	35,971	37,432

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	61.4%	60.6%	62.3%	61.4%	63.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	75.6%	74.5%	75.5%	74.1%	77.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 2009-2010
4	Market share of recent, college-bound high school graduates	66.7%	68.9%	67.3%	70.0%	69.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	6,351	7,881	9,049	11,218	15,000
	b. Non-credit	401	606	958	2,169	1,750

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	37.8%	41.5%	40.3%	41.6%	41.0%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	96.2%	93.8%	95.7%	96.4%	97.0%

			Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Benchmark Survey 2009
8	Non-returning student satisfaction with educational goal achievement		71.9%	64.5%	77.8%	78.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		41.6%	39.8%	38.9%	43.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		84.7%	83.3%	85.0%	85.0%
	b. Developmental completers		86.5%	89.4%	89.0%	90.0%
	c. Developmental non-completers		45.5%	47.0%	51.0%	46.0%
	d. All students in cohort		76.2%	74.5%	75.3%	77.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		62.9%	65.4%	66.4%	66.0%
	b. Developmental completers		54.2%	56.9%	58.3%	57.0%
	c. Developmental non-completers		21.9%	22.6%	25.5%	23.0%
	d. All students in cohort		50.8%	48.9%	49.9%	51.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 2009-2010
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	87.5%	86.9%	84.8%	83.7%	84.0%
	b. Mean GPA after first year	2.85	2.85	2.78	2.73	2.79

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	85.1%	80.7%	89.0%	87.6%	90.0%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	21.6%	22.8%	24.1%	24.3%	27.0%
	b. Percent non-white service area population, 18 or older (not benchmarked)	20.0%	20.6%	21.2%		

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	12.2%	12.2%	12.2%	14.4%	18.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	15.6%	15.0%	14.9%	16.3%	18.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		61.9%	64.0%	64.8%	77.0%
	b. Asian, Pacific Islander		76.2%	86.4%	73.0%	77.0%
	c. Hispanic		82.9%*	76.8%	64.6%*	77.0%
	*cohort for analysis is under 50					

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		36.5%	36.9%	39.0%	41.0%
	b. Asian, Pacific Islander		52.4%	61.7%	44.6%	51.0%
	c. Hispanic		58.5%*	46.4%	54.2%*	51.0%
	*cohort for analysis is under 50					

Economic Growth and Vitality. Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	197	219	207	201	220
	b. Data Processing	100	64	70	56	87
	c. Engineering Technology	57	60	78	75	93
	d. Health Services	199	202	226	208	241
	e. Natural Science	0	0	0	0	0
	f. Public Service	69	76	76	88	84
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	89.9%	83.7%	87.6%	91.1%	87.0%
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation.	86.0%	84.7%	84.9%	89.3%	89.0%
		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	97.3%	96.3%	88.9%	100.0%	95.0%
						Benchmark
		FY 2003	FY 2004	FY 2005	FY 2006	FY 2010
23	Licensure/certification exam pass rates					
	a. EMT-Basic	87.0%	76.0%	86.0%	90.0%	100.0%
	Number of Candidates	23	29	36	22	
	b. EMT-Intermediate	N/A	26.0%	52.0%	63.0%	85.0%
	Number of Candidates	N/A	19	46	56	
	c. EMT-Paramedic	50.0%	50.0%	50.0%	54.0%	85.0%
	Number of Candidates	12	8	14	26	
	d. Nursing-RN	96.0%	98.0%	97.0%	98.0%	90.0%
	Number of Candidates	75	81	92	82	
	e. Physical Therapy Assistant	88.0%	60.0%	79.0%	90.5%	90.0%
	Number of Candidates	8	10	14	21	
	f. Physician Assistant	100.0%	95.0%	76.0%	83.0%	95.0%
	Number of Candidates	16	22	17	24	
	g. Radiological Technology	100.0%	97.0%	100.0%	100.0%	100.0%
	Number of Candidates	18	31	26	21	
	h. Therapeutic Massage	96.0%	94.0%	100.0%	97.1%	100.0%
	Number of Candidates	26	18	34	35	
	I. Medical Assisting - Certificate	67.0%	81.0%	90.0%	56.0%	100.0%
	Number of Candidates	6	16	10	16	
	j. Medical Assisting - Degree	100.0%	100.0%	100.0%	0.0%	100.0%
	Number of Candidates	3	4	1	0	
	k. Pharmacy Technician	100.0%	100.0%	100.0%	100.0%	100.0%
	Number of Candidates	5	7	4	6	
						Benchmark
		FY 2003	FY 2004	FY 2005	FY 2006	FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	16,555	15,195	18,590	18,331	18,736
	b. Annual course enrollments	40,209	35,564	41,798	39,324	42,169
						Benchmark
		FY 2003	FY 2004	FY 2005	FY 2006	FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount	N/A	3,523	5,375	4,051	4,661
	b. Annual course enrollments	N/A	4,976	7,961	5,601	6,644
						Benchmark
		FY 2003	FY 2004	FY 2005	FY 2006	FY 2010
26	Number of business organizations provided training and services under contract.	83	90	83	105	98
						Benchmark
		FY 2003	FY 2004	FY 2005	FY 2006	FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	13,697	14,666	17,519	17,500	18,200
	b. Annual course enrollments	25,954	36,022	41,236	38,982	40,644
						Benchmark
		FY 2003	FY 2004	FY 2005	FY 2006	FY 2010
28	Employer satisfaction with contract training	90.7%	95.7%	97.5%	93.3%	95.0%

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Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	14,374	13,758	14,483	15,006	15,632
	b. Annual course enrollments	35,519	34,576	35,905	37,616	39,075

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	4,653	5,103	4,389	4,148	4,960
	b. Annual course enrollments	7,557	7,754	7,060	7,077	7,993

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	50.8%	52.0%	51.8%	50.4%	52.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	65.1%	64.5%	65.0%	66.1%	66.0%

BALTIMORE CITY COMMUNITY COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

Student Characteristics

BCCC continues to enroll more City residents as undergraduates than any other college and thus provides vital access to higher education and literacy services to Baltimore City, our primary service population. The percent of credit students enrolled part-time has remained relatively stable and is expected to remain so (Characteristic A). This characteristic may not set BCCC apart from other Maryland community colleges, but the remaining ones do. BCCC students rarely hold just the title of "student." Most have family responsibilities and work at least part-time while pursuing their educational goals (Characteristic E), yet they do not earn high incomes. Typically, over 50% of our students receive Pell grants and more receive other financial aid (Characteristic D). Our proportion of first-time students with developmental needs is usually the highest in the State (Characteristic B). BCCC is the City's largest provider of literacy education. The high enrollment in English for Speakers of Other Languages (ESOL) courses reflects the vast population we serve (Characteristic C). 92% of our credit students are categorized as minorities (Characteristic F). More City residents were living below poverty level in 2000 than Howard, Carroll, Baltimore, Harford, and Anne Arundel Counties <u>combined</u>. Of 400,000 City residents 25 years or older, 102,000 were not high school graduates and 184,000 high school graduates did not have a degree. The difference BCCC can make in students' lives is seen in the growth of wages earned before and after graduation (Characteristic G). Our students pursue a wide range of goals and are steadfast in managing work and family obligations with their classes.

Accessibility and Affordability

<u>Enrollment and Market Share</u>

BCCC's annual unduplicated headcount increased 3.5% to 20,128 in FY 2006 (Indicator 1a). The unduplicated credit headcount increased 2.6% to 10,701 (Indicator 1b) and 4.9% to 9,763 for the unduplicated non-credit headcount (Indicator 1c). A new 12-week session was implemented last fall for those who missed the start of the semester: 89 fall sections and 86 spring sections. BCCC enrolls 22% of City residents who enroll as first-time full-time freshmen at any Maryland college or university (Indicator 2), 42% of part-time first-time freshmen (Indicator 3), and 29% of recent Baltimore City Public School System (BCPSS) graduates (Indicator 4). Baltimore City has many colleges and universities and we enroll the highest percentage of undergraduate residents of any single Maryland institution. Our evening, weekend, and on-line courses and services continue to

grow to meet the needs of working adults. (Plan 2) Many initiatives are underway designed to increase the enrollment of high school graduates and aid in their transition to BCCC (Plan 4). The Early Enrollment Program has grown enormously; participation has gone from 2 students in fall 1999 to 175 participants from 25 Baltimore area schools in spring 2007. It offers full tuition scholarships to high school juniors and seniors to earn credits toward an associate's degree or for transfer while still in high school. Upward Bound and Talent Search help hundreds of BCPSS middle and high school students complete high school and pursue higher education. Student Affairs staff plan to add partnerships to increase the enrollment of these students at BCCC. An annual recruitment and recognition ceremony is held on campus for BCPSS honor students to learn about our scholarships. (Plan 3) Online registration has become more flexible and convenient for busy students. (Plan 2) The Business, Management, and Technology Department hosts an annual High School EXPO with Admissions Office staff. Other plans to expand our market shares include a comprehensive multi-media campaign promoting academics; greater faculty involvement in recruitment; more communication and publications targeted to specific populations; orientations for current students' families and friends; contacting prospects from prior semesters; expanding BCPSS partnerships and helping recover drop-outs; and enhancing services. As the Benchmarks reflect, we expect increases of about 1% per year in those market shares with these initiatives.

Online Courses

BCCC's unduplicated enrollment in online credit courses dramatically increased from 1,878 in FY 2003 to 3,114 in FY 2006 (Indicator 5a) and the number of courses increased from 26 to 89 (fall 2001 to fall 2006). Non-credit enrollment increased from 75 to 108 from FY 2003 to FY 2006 (Indicator 5b). Distance Learning staff held faculty workshops about specific software to enhance courses. In a survey of 707 students enrolled in fall 2006 online courses, 94% said they would take another BCCC online course. BCCC was awarded the Best Distance Learning Program of the Year at the Maryland Distance Learning Association conference in 2006 and the Director was awarded the Distance Educator of the Year in 2007 – the sixth consecutive year in which BCCC won an award. (Plan 1) BCCC participated in the Quality Matters (QM) Maryland Online grant to ensure quality design of online courses. In spring 2006, the QM process was implemented and 6 BCCC courses were recognized by QM for meeting or exceeding the quality standards. Review began on 6 more this spring. Through ED2GO, online offerings continue to grow in such areas as Computers and Technology; Writing and Language; Business and Careers; Grant Writing; Personal Enrichment; and Professional Development. (Plan 2) Many online GED and NOVEL courses were held, but are not reflected due to the strong on-campus component.

Tuition and Fees

As noted in Characteristic E, the majority of BCCC's students qualify for Pell grants and other financial aid. The low incomes, work schedules, and personal responsibilities characteristic of most BCCC students have always made affordability a key issue in providing accessibility to our students. Consequently, BCCC makes every effort to keep tuition and fees at a fraction of those charged by Maryland public 4-year institutions (38% in FY 2006, Indicator 6). (Goal 2)

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

Developmental Education: Needs and Completers

Depending on the rate of testing, 77% of our first-time students have been identified as needing developmental education (Characteristic B). Among those who take placement tests, nearly all require developmental mathematics. (Plan 4) The proportion of students needing developmental courses that completed all requirements rose sharply from the fall 2000 cohort, 27%, to the fall 2002 cohort, 34% (Indicator 9); however, all of the standard reading courses were not required for this cohort. Last year, all developmental reading courses were restored and the curriculum is being enhanced. The number of developmental completers must keep increasing for us to meet our mission. The Strategic Plan calls for improving developmental course outcomes and many activities are underway. The First Steps to College Bridge Learning Community began with a summer 2006 cohort of students in developmental courses with a structured support system to help them succeed. The Faculty Academy was formed to provide professional development for faculty and staff focused on developmental education. Faculty had opportunities to attend the Kellogg Institute and to research issues that affect our students. In AY 2006-07, 10 conferences, workshops, or research events were offered and more will come. The Center for Academic Achievement was started to better coordinate multidisciplinary tutoring for all students. Access to computers has grown on campus to 59 student computer labs, 926 student computers, and Internet access in our libraries. The Developmental Mathematics Task Force continues work that began from sessions with the National Center for Developmental Education's Director. Its goals are to research and assess trends, best practices, conditions, and environments that affect success in developmental and credit level math courses; engage faculty and staff in the process; define a system for evaluation; review SAT scores for exemptions; review ACCUPLACER score use for placement and early pre- and post-testing results; review placement decisions as part of defining student learning outcomes and goals; review prerequisites and math skills needed for career programs; identify effective instructional formats; review all policies about math placement and requirements; hold meetings; and maintain timetables. Work is ongoing and recommendations will come soon. We expect these projects to increase developmental course completion. The 2010-11 Benchmark relates to the 2005 cohort; thus, it is set at 35%. The Benchmark for the next cycle will be raised to reflect improving developmental course completion rates as future cohorts benefit from these activities. The data suggest that students who complete their developmental courses become Successful-Persisters. 73% of the fall 2002 cohort of Developmental Completers were Successful-Persisters (Indicator 10). Successful-Persister rates for Developmental Completers exceeded those of College-Ready students (55%) and greatly exceeded those of Developmental Non-Completers (35%), as expected. The lower performance of College-Ready students in the study cohorts may reflect the need for more testing. Student characteristics and data indicate that outcomes observed for Developmental Non-Completers are, unfortunately, not unexpected; through the initiatives listed, we hope they will become Developmental Completers. The Graduation-Transfer rate (Indicator 11) for fall 2002 cohort of Developmental Completers was 29%. Since so many students require several semesters to complete 0-credit developmental courses, we expect these students to need more time to graduate or transfer. (Plan 4)

Our Student Support Services program (TRIO/SSS-STAIRS) is in the second year of the current grant cycle (2005-2009). It is designed to increase to the retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. 230 participants receive intensive, individualized support services including academic

advising, tutoring, transfer services, personal and financial aid counseling, career exploration, study skills workshops, mentoring, and cultural enrichment activities. According to the 2005-06 performance report submitted to USDE in 2007, the fall-to-tall retention rate was 69%. (Plan 4)

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

<u>Graduates and Transfers</u>

Of the 2005 graduates who responded to a follow-up survey, 92% said that they had achieved their educational goals completely or partly (Indicator 7). The equivalent rate for non-returning students in the spring 2005 cohort was 62% (Indicator 8). Reasons given by this cohort for not returning the next fall related to personal and financial issues. Our service population has a high proportion living below poverty level and we know that financial, family, and work related issues do not make pursuing educational goals easy for our students. It is important to note that community college students often stop out for these reasons and return in subsequent years as conditions allow. The benchmarks reflect our determination to increase satisfaction with goal achievement for graduates and for non-returning students. (Plan 4) The performance of BCCC transfers at senior public institutions has declined for 3 years; the mean GPA after the first year of transfer was 2.44 for AY 2002-03 and 2.33 for AY 2004-05 (Indicator 12). The proportion of transfer program graduates satisfied with their preparation for transfer fell from 93% (1996 graduates) to 73% (2005 graduates) (Indicator 13). Challenges and responsibilities faced by our students follow them to senior institutions. However, their new environment offers less personal attention. Therefore, BCCC offices will seek ways to contact our transfer students to determine issues they face and help establish contacts for them at their new institution. Additionally, BCCC is doing the following to improve these outcomes. The Counseling, Career, and Transfer Services Office hosts fairs, workshops, and articulation luncheons throughout the year and provides guides and scholarship resource materials to help prospective transfer students. The new Center for Academic Achievement is working to enhance students' mastery of course objectives through better coordination of tutoring; expanded tutor training in specific areas and learning styles; wider marketing of services; more software for computer-assisted instruction; and improved outcomes assessment for services provided. Enhanced professional development opportunities will help keep faculty abreast of requirements at senior institutions and a Director of Articulation and Partnerships was appointed. From Program Evaluation and other research, transfer preparation activities will incorporate new information and strategies to aid in transfer success. The Center for Teaching and Learning Excellence will serve as a faculty exchange program to establish and maintain partnerships with BCPSS and other colleges and universities to develop, strengthen, and diversify our academic linkages with local and out-of-state partner institutions. The Benchmarks reflect our commitment to raising transfer outcomes. (Plan 4)

Diversity

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in the service population; 90% of BCCC's undergraduates were minorities in fall 2006, compared with 68% of the City's population. Minorities constituted 57% of full-time faculty (Indicator 15) and 74% of full-time administrative/professional staff (Indicator 16). We advertise via many venues to recruit a diverse candidate pool including the Chronicle of Higher Education, Afro-American Newspaper, America's Job Bank, Diverse Issues, Asian Chamber of

Commerce, Hispanic Outlook, Highered.com, Women's Chamber of Commerce, National Black Chamber of Commerce, Hispanic Chamber of Commerce, and our website. Based on the advice of counsel, BCCC will not set benchmarks for Indicators 15 and 16. African Americans comprise the majority of BCCC's students (82%); thus, their Successful-Persister Rates (46%, Indicator 17) and Graduation-Transfer Rates (22%, Indicator 18) are very close to those for BCCC as a whole (Indicators 10 and 11). The plans and data discussed apply to successful persistence, graduation, and transfer outcomes for African Americans and other minorities. Other minority cohorts had too few students to report for Indicators 17 and 18. We are making greater efforts to recruit and serve other minorities and hope more will pursue their education at BCCC. (Plan 3)

Economic Growth and Vitality, Workforce Development

The number of BCCC degrees and certificates earned fell in FY 2006, but was still much higher than in FY 2003 in all 6 career areas (Indicator 19). Awards have at least doubled in Natural Science (13 to 26) and Engineering Technology (6 to 23) from FY 2003 to FY 2006 and Public Service increased nearly 50% (103 to 152). The following activities are underway to sustain this growth. The Graduation Task Force contacts potential graduates (current or former students with 45 credits earned towards a degree or 20 for a certificate) and identifies the courses or services they need to graduate. The Nursing, Allied Health, Human, Public, and Legal Services areas will add evening and weekend courses and clinical placements with hospitals, institutions, and agencies to help students with families and jobs. The Science and Math Resource Learning Centers will offer enrichment activities; supplemental instruction in research and library skills; and make-up testing. 3 new academic programs and options were implemented last year to promote economic growth. Analysis of the State Plan; our Strategic Plan; student needs and outcomes; and occupational projections led us to plan for 10 new programs over the next several years. Our students do very well on licensure exams (Indicator 23). Passing rates increased for the RN, Physical Therapy, Respiratory Care, Dental Hygiene, and programs. (Plan 1, 5) Due to a lack of faculty, the PN program was suspended in spring and summer 2005, under a prior administration. However, 1 student needed 1 course to complete the program; thus, the Nursing Department used the Independent Study format to meet her last requirement. She graduated in May 2005 and sat for and passed the licensing exam later that summer. In December 2006 there were 11 PN graduates and 8 sat for and passed the exam, to date. Indicators 20 and 21 reflect the need for enhancing certain career programs and services. The percent of career program graduates employed full-time in a related field fell (69% to 63%) while satisfaction with job preparation went up (76% to 79%). The first cycle of the comprehensive Program Evaluation Process is underway. Multiple measures from many data sources are used to evaluate and improve academic programs and outcomes. Sources include occupational projections; the student database; and student, faculty, alumni, and program advisory committee surveys. Based on the analysis, expansion of 11 programs, disciplines, or support areas is planned to enhance student success. The Benchmarks reflect our goal to raise career program outcomes. (Goal 4, 5)

Business and Continuing Education: Workforce-Related Offerings

BCCC is proud that 100% of employers expressed satisfaction with our contract training (Indicator 28). Although enrollment fell in workforce development/contract training (Indicators 24 and 27) in FY 2006, it has increased 31% in FY 2007. We have many initiatives planned to increase enrollment including expanding IT certification offerings through a new CISCO lab and

updating healthcare labs so that BCCC can be a testing site for the Certified Nursing Assistant exam. This will lessen the current exam waiting period of up to 3 months. The unduplicated headcount in courses leading to licensure or certification increased from 710 to 915 (FY 2005 to FY 2006) (Indicator 25). (Goal 5) The number of organizations provided contract training and services increased from 47 to 50 (FY 2005 to FY 2006). Increases in the number of clients and enrollment are expected through new marketing and recruitment strategies that reach more organizations, especially those in industries identified by the Baltimore Workforce Investment Board. These steps should rebuild enrollment, as the Benchmarks reflect.

Community Outreach and Impact

Continuing Education: Lifelong Learning Enrollment and Adult and Community Education

Enrollment in non-credit community service and lifelong learning courses increased in terms of unduplicated headcount (2,268 in FY 2005 to 3,345 in FY 2006) and course enrollments (3,908 in FY 2005 to 6,876 in FY 2006, Indicator 29). To continue this growth, BCEC's Lifetime Learners' College will provide more offerings to senior citizens through a broad array of life-enriching classes for personal development and skill-set enhancement for transitioning into new careers or fields. A key aspect is to expand outreach through new venues, mainly though more collaborations with State and local agencies which work with senior citizens. Enrollment in non-credit basic skills and literacy courses (Indicator 30) declined in terms of unduplicated headcount (4,753 in FY 2005 to 4,199 in FY 2006) and course enrollments (12,626 in FY 2005 to 11,846 in FY 2006). BCEC's Adult and Community Education (ACE) unit continues to develop new programs to increase enrollment. The English Language Institute has developed 2 new language programs. Command Spanish is being taught to administrators and teachers at Highlandtown Elementary School to better serve the large portion (25% of 450) native Spanish-speaking students. BCCC's English class at the Police Academy has been very successful in helping the recruits, all of whom are Puerto Rican, to better serve the public. The ACE Program's BCPSS initiative will expand the presence of our ACE programs in the community by building on the existing partnerships with BCPSS. This initiative will create clustered Pre-GED, GED, ESL, Computer Literacy, and Alternative High School Diploma Programs using BCPSS facilities and BCCC staff. BCEC's NOVEL program offers courses online to satisfy high school graduation requirements, including all major core subjects. GED instruction is offered online, as well.

Effective Use of Public Funding

The total expenditures for instruction increased $1.2 million from FY 2005 to FY 2006 - from $18.3 million to $19.5 million. The corresponding percentage expenditure on instruction in the operating budget decreased from 39.66% in FY 2005 to 39.30% in FY 2006 (Indicator 31). This is the result of an increase in total expenditures of $3.4 million due primarily to the Harbor Campus-Bard Building mold remediation project and the normal increase in college-wide operating costs. The total dollar expenditure on instruction and selected academic support in the operating budget increased slightly from 51.16% in FY 2005 to 51.18% in FY 2006 (Indicator 21). Funds continue to be allocated to student services, personnel costs, and deferred maintenance initiatives in support of the Strategic Plan. BCCC remains committed to attaining Plan Goal 2 by providing accessible, affordable, and cost-effective high quality higher education.

Community Outreach and Impact

BCCC's 2005-2010 Strategic Plan calls for strengthening community outreach and we remain committed to reaching out to the service population in Baltimore City. Dedicated faculty and staff provide their expertise to serve the City's citizens, neighborhood and community organizations, employers, and public schools. The entire College community, including the students, is actively involved in serving the needs of Baltimore City.

Student Involvement

BCCC's students are actively involved in community outreach activities. The Student Governance Board (SGB) sponsors free lectures, concerts, and activities surrounding such events as Women's History Month and African American History Month. Respiratory Care program students assist with Camp Super Kids activities and many volunteer to help with the Special Olympics. The Dental Hygiene Clinic provides free cleanings to community children and senior citizens. Free seminars on parenting strategies, ethics, and cultural programs are available. Through support groups like Positive Men and Women of Strength, BCCC students reach out to BCPSS high schools students. Active members of BCCC's Alumni Association are mentoring current students. The Legal Assistant Program reaches out to the homeless via its Community Law Clinic where paralegal students go to local shelters to interview clients prior to the volunteer attorneys' visits. Students gain valuable experience while assisting the clients and the pro bono lawyers. Panther Pride, or spirit week, is held annually and the community can participate in events on campus including campus plays, fashion shows, and activities for children. BCCC students, faculty, staff, and community supporters participated in the local March of Dimes WalkAmerica event this spring. It was spearheaded by the SGB President and generated over $4,000 to support the March of Dimes cause to improve the health of babies.

Business Organizations

BCCC is a member of many business organizations that play key roles in the City's economic development, including the Baltimore Chamber of Commerce, Baltimore Area Convention and Visitors Association, World Trade Center Institute, Greater Baltimore Technology Council, Greater Baltimore Committee, Greater Baltimore Alliance, and Downtown Partnership. Participation on the Governor's Workforce Investment Board and the Baltimore Workforce Investment Board allows us to communicate our presence to a wider community audience in need of our programs and services. These established groups play key roles in meeting local and State workforce needs and our programs are a strong match with the critical skill shortage areas they have identified. The BCCC Foundation, through its 15-member Board of Directors has secured new sponsorships, grants, and contributions from the business community. These include Comcast; Verizon Foundation of Maryland; Digital Intelligence Systems Corporation; Walters Relocations, Inc.; and A.W.A. Mechanical, Inc; all of which supported the 2007 Presidential Inaugural, Community-Wide Scholarship Breakfast, and 60th Anniversary Events. Additionally, the Building Congress and Exchange Foundation, which comprises a group of construction and engineering companies, has renewed its scholarship contributions to support our Construction Supervision academic program, and the Open Society Institute awarded us a $160,000 grant to support an Alternative Education program for BCPSS students who were suspended or expelled.

BCEC Off-Campus Programs and Partnerships

BCEC has a long history of partnerships with business, industry, community, the BCPSS, and government organizations. Much of this programming takes place off-campus across the City. Our Adult and Community Education (ACE) programs remain the largest provider of literacy training in Baltimore City. BCEC offers 130 free or very affordable Pre-GED, GED, Youth Empowerment, and ESL courses at 88 City sites. Training to meet the needs of senior citizens takes place at centers across the City. The Human Capital Consortium is a professional development program designed to help local employers improve staff efficiency and productivity. Managers in small business, industry, government, and non-profit groups are invited to join. Membership entitles them to 6 full-day professional development workshops or training programs at BCEC or their site. BCCC has formed an alliance with the United States Small Business Administration to expand and strengthen small business development in the local area. Our new agreement with the Chesapeake Trades School offers entry level instruction to become a merchant mariner. Through its new BOOST Plus Program with BCPSS and the Family League of Baltimore City, BCEC is the lead in operating an after-school program that provides students with tutoring, innovative math instruction, cognitive skills building, foreign language instruction, and character building. It is held at Eutaw-Marshburn Elementary School and adds to our after-school activities for refugee youth at 3 area BCPSS schools. Through the Mayor's Office of Economic Development's contract with DSS, BCEC instituted job training for Temporary Cash Assistance recipients. Participants are placed on BCCC worksites in targeted high-growth occupations for a blend of occupational training and supervision with subsidized employment. We offer educational activities to staff or constituents of other agencies including the Johns Hopkins Health System, University of Maryland Medical System, Maryland Department of Highways, and Baltimore City Fire and Police Departments.

BCPSS Workforce Needs: Teacher Education

In response to the critical need for certified teachers in the BCPSS, where 30% of teachers were provisionally certified, BCCC designed the Center for Teaching Excellence (CTE) to help this group complete the courses needed to teach under State law. Needs assessments of hundreds of BCPSS teachers were conducted to develop appropriate courses and schedules. Through CTE, hundreds of provisionally certified BCPSS teachers have taken courses in psychology, education, reading, PRAXIS preparation, information technology, and other content area. CTE's Maryland Teacher Certification Pathway offers a non-degree, non-certificate conferring course of study to teachers with a bachelor's degree who want to meet MSDE certification requirements. 2 sessions were held in summer 2006 and 230 students enrolled. 240 were enrolled in fall 2006. We are proud of CTE's role in training teachers from BCPSS as well as from private and county schools.

Organizations Utilizing BCCC Facilities

Community outreach also extends to groups who utilize College facilities for little or no cost. The following groups were among those on-campus in FY 2006 and FY 2007: AARP, Morton Street Dance Theater, Futures Program from Forest Park High School, Delta Sigma Theta, Zeta Phi Beta, Douglas High School, Maryland Public Television, Family League of Baltimore, Urban Elements, NAACP, Baltimore City Housing Authority, Narcotics Anonymous, Mondawmin Community Association, Flair Studios, and the Department of Juvenile Justice.

Community Events, Fairs, and Festivals

BCCC's outreach also extends to actively supporting public events. Some of the fairs and festivals in which BCCC participates include the Charles Village Festival, Saint Anthony Italian Festival, the Radio One Career Fair, and the Radio One Job Fair.

60th Anniversary Celebration

Many community events were held in celebration of the College's 60-year history, The Community-Wide Scholarship Breakfast was held to recognize individuals for community service and students for scholastic achievement. The Literary Festival was an outdoor community-wide event for families which included book signings, panel discussions, how-to tents, children's book readings, writing workshops, and exhibitors. Authors included BCCC students; alumni; faculty and staff; and local and nationally recognized guests. The Arts Festival was an outdoor event which brought together student and professional musicians. Original works of art were presented by BCCC students, alumni, faculty, staff, and regional and national artists. The International Festival was an outdoor, campus-wide event which showcased exhibits and food, giving BCCC students who represent more than 50 nationalities, the opportunity to share their unique cultures and practices with other students, alumni, faculty, staff, and the community. Our Apparel Design students displayed their original clothing creations with a full-scale runway fashion show involving student models and area professionals. Performances of "Pippin" were presented at the Liberty Campus Fine Arts Theatre, through a production coordinated by our Visual and Performing Arts Department. Cast members included students, alumni, faculty, staff, and community members. This fall BCCC will hold the All-Classes Alumni Reunion Gala. Graduates of all classes, spanning our 60-year history, will enjoy an evening celebrating the College with other graduates and members of the BCCC community.

Quest Conference

In spring 2007, Title III sponsored the Quest: Recruiting, Educating, and Retaining African American Males in Higher Education Conference at the Liberty Campus. A retired UMBC and Howard University Professor and the Baltimore City Branch NAACP President were guest speakers. Breakout sessions and a panel discussion were held with BCCC faculty, staff, guest presenters, and community leaders. 135 community members and BCCC staff attended. The event received very positive feedback and has paved the way for more community partnerships.

Information Dissemination

Community events are posted on the BCCC website. Our publications are available at Motor Vehicle Administration sites, the State Office Building, Baltimore City Neighborhood Service Centers, community buildings, libraries, and adult-learning sites. BCEC's Kaleidoscope newsletter is mailed to over 200 businesses and agencies. The Alumni Connections Newsletter is mailed to over 13,000 alumni each semester. It highlights BCCC news, alumni services available, and community events. Housed at RPC, WBJC radio station has been the leading classical music station in the Baltimore/Washington Metro area for over 50 years and reaches nearly 200,000 listeners weekly in 6 states. It is ideal for promoting community events.

BALTIMORE CITY COMMUNITY COLLEGE
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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	67%	63%	63%	61%
B.	Students with developmental education needs	65%	73%	69%	77%

		FY 2003	FY 2004	FY 2005	FY 2006
C.					
	Total unduplicated headcount enrollment in ESOL courses	2,262	2,274	2,268	2,576
D.	Financial aid recipients				
	a. Percent receiving Pell grants	52%	53%	53%	51%
	b. Percent receiving any financial aid	68%	59%	60%	63%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week			61%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	81.0%	81.3%	80.8%	82.3%
	b. Asian, Pacific Islander	1.5%	1.6%	2.0%	1.2%
	c. Hispanic	1.3%	1.3%	1.2%	1.2%
	d. Native American	0.2%	0.3%	0.3%	0.3%
	e. White	8.8%	8.5%	9.1%	9.8%
	f. Foreign	7.1%	7.0%	6.6%	5.2%
	g. Other				

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates	$ 15,831	$ 15,840	$ 16,522	$ 14,641
	a. Median income one year prior to graduation	$ 32,944	$ 34,584	$ 37,142	
	b. Median income three years after graduation	108%	118%	125%	
	c. Percent increase				

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	23,875	21,290	19,441	20,128	23,000
	b. Credit students	10,886	10,933	10,428	10,701	12,100
	c. Non-credit students	13,361	10,717	9,305	9,763	11,200

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	23%	21%	22%	22.4%	27%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	49%	45%	44%	41.5%	49%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	32%	32%	29%	28.5%	34%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	2,275	2,974	4,539	3,114	4,800
	b. Non-credit			38	108	200

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	37%	42%	38%	38%	40%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	88%	90%	98%	92%	95%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	78%	59%	62%	54%	70%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		27%	30%	34%	35%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		58%	53%	55%	60%
	b. Developmental completers		80%	78%	73%	84%
	c. Developmental non-completers		31%	35%	35%	36%
	d. All students in cohort		45%	48%	49%	53%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		49%	42%	38%	50%
	b. Developmental completers		37%	41%	29%	44%
	c. Developmental non-completers		17%	19%	20%	20%
	d. All students in cohort		24%	26%	25%	30%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	74%	73%	72%	73%	78%
	b. Mean GPA after first year	2.44	2.40	2.33	na	2.5

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2005
13	Graduate satisfaction with transfer preparation	90%	79%	76%	73%	80%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					BCCC does not submit
	a. Percent non-white enrollment	95%	91%	90%	ʼ90%	
	b. Percent non-white service area population, 18 or older (not benchmarked)	68%	68%	68%	68%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	61%	59%	56%	57%	BCCC does not submit

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	73%	75%	72%	74%	BCCC does not submit

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		41%	45%	46%	53%
	b. Asian, Pacific Islander		na (n=7)	na (n=6)	na (n=5)	53%
	c. Hispanic		na (n=10)	na (n=8)	na (n=5)	53%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		20%	25%	22%	30%
	b. Asian, Pacific Islander		na (n=7)	na (n=6)	na (n=5)	30%
	c. Hispanic		na (n=10)	na (n=8)	na (n=5)	30%

Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area:					
a. Business	41	72	90	67	94
b. Data Processing	39	33	49	44	62
c. Engineering Technology	6	15	11	23	32
d. Health Services	83	90	131	89	125
e. Natural Science	13	20	19	26	36
f. Public Service	103	127	178	152	213

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field.	82%	83%	69%	63%	85%

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with preparation for transfer	100%	81%	76%	79%	90%

	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	100%	100%	100%	100%	95%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. Nursing - National Council	92%	98%	93%	97%	95%
Number of Candidates	25	31	30	35	
b. Licensed Practical Nurse - National Council	100%	100%	93%	100%	100%
Number of Candidates	11	14	30	1	
c. Physical Therapy - Assessment Systems	60%	60%	75%	100%	90%
Number of Candidates	5	5	4	7	
d. Dental Hygiene - National (Written) Board	100%	100%	96%	100%	100%
Number of Candidates	26	25	25	22	
e. Respiratory Therapy - MD Entry Level Exam	75%	100%	50%	92%	90%
Number of Candidates	4	3	2	12	
g. Emergency Medical Services - EMT-P	100%	50%	0%	0%	70%
Number of Candidates	2	2	2	0	

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	5,554	2,743	2,157	1,266	2,600
b. Annual course enrollments	9,213	4,833	3,148	1,631	3,800

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
a. Unduplicated annual headcount	928	827	710	915	920
b. Annual course enrollments	1,118	920	803	1,009	1,030

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services under contract.	59	45	47	50	66

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	7,547	4,444	3,403	1,165	4,760
b. Annual course enrollments	13,430	8,990	5,482	1,528	7,680

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	100%	96%	100%	100%	100%

BALTIMORE CITY COMMUNITY COLLEGE
2007 ACCOUNTABILITY REPORT

Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,536	1,583	2,268	3,345	2,700
	b. Annual course enrollments	4,866	5,789	3,908	6,876	4,700

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	4,818	4,987	4,753	4,199	5,700
	b. Annual course enrollments	13,194	13,161	12,626	11,846	15,000

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	40.6%	41.0%	39.7%	39.3%	45.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	52.84%	51.81%	51.16%	51.18%	55.0%

40

CARROLL COMMUNITY COLLEGE

MISSION

Carroll Community College is an innovative center of learning that focuses on the intellectual and personal development needs of the learner; promotes effective teaching; responds to and embraces an increasingly diverse and changing world; establishes a sense of community for students and those who support the student; uses institutional resources effectively; and values and promotes lifelong learning.

INSTITUTIONAL ASSESSMENT

This section begins with an overview of the accountability process, followed by the college's response to Commission concerns with trends with three indicators in the college's 2006 report. Changes to the benchmarks for five indicators are presented. The section concludes with a discussion of the numerous ways the college contributes to the goals contained in the *2004 Maryland State Plan for Postsecondary Education.*

Background

State law requires the Board of Trustees to submit a Performance Accountability Report to the Maryland Higher Education Commission (MHEC) by July 1 of each year. Legislation signed into law in 1988 mandated these reports. In 1996, the state adopted a "report card" approach with benchmarked indicators. Benchmarks are renewed every five years, at which time the Commission provides institutions an opportunity to propose changes to the indicators.

In March 2004, the community college presidents appointed a Maryland Community College Accountability Work Team, chaired by Dr. Clagett, to develop proposed revisions to the Performance Accountability Report. Over the next year, the Work Team conducted a literature review of state community college accountability indicator systems. The Work Team shared drafts of its evolving proposal with statewide professional affinity groups in summer 2005. After approval by the presidents' group in September, the proposal was presented to representatives of the Maryland Higher Education Commission, Maryland Department of Budget and Management, and the Maryland Department of Legislative Services. With their endorsement, MHEC staff formally presented the proposed revisions to the Commission which approved the proposal in February 2006. Major changes: student descriptors, which are not benchmarked, were added to provide context for interpreting the indicators and reinforce the distinct mission of community colleges; developmental education needs and outcomes were reported for the first time; a new interim measure of degree progress—attainment of sophomore status in good standing or continuing enrollment—was added; National Student Clearinghouse data were used to track student transfer to out-of-state and private institutions; state wage records were used to determine career program graduate income gains; continuing education reporting was expanded to include unduplicated headcounts and course enrollments in workforce development, continuing professional education, contract training, community service and lifelong learning, and basic skills and literacy; and enrollments in online courses—credit and noncredit—were reported for the first time.

Prior to forwarding to the President and Board of Trustees for their approval for submission of the report to MHEC, a draft of the Performance Accountability Report is presented to the college's Planning Advisory Council for its review and comment. At its June 4, 2007 meeting the Planning Advisory Council endorsed the report. The President presented the report to the Board of Trustees for approval at their June 20, 2007 meeting.

Issues Raised by MHEC Review of 2006 Report

Commission staff asked the college to respond to trends on three indicators in the 2006 report filed by the college:

Indicator 5: Enrollment in Online Courses

Enrollment in noncredit online courses had fallen from 193 in FY2003 to 106 in FY2005, far below the benchmark of 200. Continuing Education and Training online course enrollments increased to 309 in FY2006, exceeding the benchmark by nearly 55 percent.

Indicator 19: Occupational Degrees and Certificates in Data Processing

Awards in data processing in FY2005 totaled seven, below the benchmark of 12. (By state conventions, Computer Graphics is included under Business, and Computer Aided Design is counted under Engineering Technology.) The number of "Data Processing" awards in FY2006 increased to eight. Students interested in IT careers may select the Management Information Systems option of the Business Administration A.A. transfer program, which is reported under Business. Students in the Computer Information Systems program may elect to transfer rather than complete their A.A.S. degree. A review of statewide community college occupational program awards in data processing fields found they had declined 31 percent over the past four years, from 1,359 in FY2002 to 933 in FY2006.

Indicator 27: Enrollment in Contract Training Courses

Annual course enrollments in contract training courses had declined from 6,218 in FY2003 to 4,783 in FY2005, falling short of the benchmark of 6,400. Contract training course enrollments in FY2006 increased to 6,326. Enrollments in courses offered through contractual arrangements are subject to fluctuation, as company training needs and resources vary over time. A single contract with a large employer can have a large impact on this indicator.

Changes to Benchmarks

Benchmarks provided with the 2006 report were considered preliminary, as 2006 was the first year with the revised set of indicators. Colleges may change benchmarks with the submission of their 2007 report, reflecting an additional year of institutional and state data. Benchmarks adopted in 2007 will be considered permanent by MHEC. The college has made the following changes to benchmarks in the 2007 report:

Indicator 7 Graduate Satisfaction with Goal Achievement: changed from 100% to 95%

Indicator 11c Four-year Graduation-Transfer Rate of Developmental Non-completers: changed from 30% to 20%

Indicator 23 Pass Rates of First-time Candidates on Licensure Exams: changed from 100% to 90%

Indicator 26 Number of Business Organizations Provided Training and Services under Contract: changed from 90 to 80

Indicator 28 Employer Satisfaction with Contract Training: changed from 100% to 95%

Indicators 7, 23 and 28 were revised in acknowledgement that perfection, though the goal, is an unreasonable standard for the institution to be held accountable to—as data from one student or client could mean failure to meet the standard. In addition, policy decisions to encourage retention of students may impact first-time licensure pass rates. At 90%, the new exam pass rate benchmark remains well above state and national comparative data. The change to indicator 11c reflects the college encouraging the persistence, not transfer, of developmental non-completers. The reduction to indicator 26 accords with Continuing Education and Training's focus on deepening current client relationships, not solely on gaining new clients. The new benchmark of 80 is above the average of 73 achieved over the past four years. For many organizations, training needs and resources may be periodic, not continuous.

Providing Affordable Higher Education

Carroll Community College is proud of its open door admissions policy and relatively moderate tuition and fee rates, fully embracing the guiding principle of the *2004 Maryland State Plan for Postsecondary Education* that "All Maryland residents who can benefit from postsecondary education and desire to attend college should have a place in postsecondary education and it should be affordable." Due to its cost-efficient operations and increases in county and state funding, the college's fiscal year 2008 budget does not include a tuition increase. Carroll's tuition and fees remain less than half those of attending a University of Maryland campus.

Promoting Access and Diversity

Goal 3 of the *Maryland State Plan for Postsecondary Education* is "ensure equal educational opportunity for Maryland's diverse citizenry." The college has had success providing access to higher education for the county's minority residents, as documented by enrollment rates based on the most recent county population data. Enrollment rates per 1,000 Carroll County residents age 15 and above revealed higher enrollment rates for African-American, Asian-Pacific Islander, Hispanic, and Native American residents than for white residents.

Increasing the Use of Online Learning

The *State Plan* recommends increased use of distance education, especially online learning. Enrollments in credit and continuing education online courses at Carroll have nearly doubled since FY2003, reaching a total of 1,717 enrollments in fiscal year 2006.

Strengthening Teacher Preparation Programs

Carroll has responded to the need to expand teacher preparation programs through introduction of Associate of Arts in Teaching (A.A.T.) degrees in Early Childhood Education, Elementary Education, Secondary Education—Chemistry, Secondary Education—Mathematics, and Secondary Education—Spanish, creation of the Education Academic Community, and outreach activities that have produced a growing population of teacher education majors. At 268 students in fall 2006, Teacher Education is the fourth most-popular major at the college.

The Associate of Arts in Teaching (A.A.T.) degrees give students education and hands-on teaching experiences at the freshman and sophomore levels that transfer to four-year institutions in Maryland under the A.A.T. articulation agreement.

Strengthening Partnerships with Elementary and Secondary Schools

Goal 4 of the *Maryland State Plan for Postsecondary Education* encourages colleges to work with preK-12 education to promote student success at all levels. The college has a number of curriculum articulation agreements with the Carroll County Public Schools (CCPS). These include the Academy of Finance, Accounting, Business and Graphic Arts, Information Technology, and Office Technology. The college is exploring the development of engineering and computer science courses under the "Project Lead the Way" initiative to identify talented high school students to enter these high-demand fields. The college is working with CCPS to identify students early who might need remediation by administration of placement testing in the 10th and 11th grades.

Providing Workforce Development

Goal 5 of the *State Plan* is to promote economic growth and vitality through research and workforce development. While the college's mission does not include research, Carroll is committed to supporting county residents, businesses, government agencies, and community organizations with improving workforce skills and performance. The college offers Associate of Applied Science and Associate of Science degrees plus occupational certificates in 12 career fields. With proper advising, students can complete the first two years of a baccalaureate degree.

To broaden the opportunities for training in health care professions, the college joined with Frederick and Howard Community Colleges to create the Mid-Maryland Allied Healthcare Education Consortium. Carroll students may pursue credentials in Cardiovascular Technology, Emergency Medical Services, Nuclear Medicine Technology, Respiratory Therapy, and Surgical Technician through the consortium. Through a partnership with Hagerstown Community College, students may also pursue the A.A.S. degree in Radiography. The college also offers an Associate of Arts transfer track in Radiography articulated with the Johns Hopkins Hospital Radiologic Technology program.

In addition to its degree-credit programs, the college supports economic development through open-enrollment continuing education workforce training courses and the provision of business training and services under contract. The Miller Small Business Resource Center provides mentoring, access to technology, networking opportunities, and seminars and workshops to promote the creation and success of small businesses in the county.

Supporting Student Persistence and Achievement

The college has adopted a number of strategies to improve student retention and graduation rates. These include the use of basic skills assessment tests for entering students; interpretation of test scores in First Advising Sessions to ensure appropriate course placements; use of the Early Alert Program whereby faculty refer students in academic difficulty to appropriate support services; Orientation programs for full- and part-time students; First-year programs and co-curricular activities to promote student integration into college; opportunities for tutoring in the Academic Center, both by appointment and on a walk-in basis; and opportunities to participate in academic communities, career-oriented learning support groups of faculty, staff, and students featuring mentoring and hands-on, active, collaborative learning experiences inside and outside the classroom. Eight academic communities currently exist at Carroll to assist students in exploring and connecting academic interests with possible career pursuits: Body by Carroll: Adventures in Health; Creativity; Education; Great Ideas from the Human Experience; Law and Criminal Justice; Leaders, Investors, and Entrepreneurs; How Things Work; and Social and Cultural Awareness. The college won the 2007 National Association of Student Personnel Administrators (NASPA) award for effective collaboration between Academic and Student Affairs units for the academic communities program. To put this in perspective, the runner-up was Carnegie Mellon University. Carroll was the first community college in the nation to win this award.

In March 2005, the college's Planning Advisory Council appointed a Student Persistence and Achievement Committee. In its year-end FY2007 report to the Planning Advisory Council, major accomplishments of the committee were identified. These included a number of formal presentations on student retention data and strategies, attendance by five committee members at a Noel-Levitz retention conference, and identification of first-year student best practices gleaned from the national literature. These best practices included the following:

- Enhance the match between institutional goals and student expectations
- Set academic expectations right from the start
- Provide opportunities for students to remediate and/or get a head start on college
- Front-load resources to smooth the transition from high school to college
- Provide guideposts to show students how to succeed
- Consistently communicate expectations to students and provide periodic feedback on the quality of their work
- Encourage campus engagement
- Catch learners before they fail

Based on the literature review, conference attendance, formal presentations, and institutional research, the Student Persistence and Achievement Committee proposed a number of specific recommendations for implementation at Carroll:

- Work with Carroll County high schools to align academic expectations
- Teach developmental classes in the high schools
- Develop summer bridge programs
- Focus on persistence during the first three major terms
- Encourage completion of 20 credits within the first calendar year of enrollment
- Ensure course scheduling meets program sequencing needs
- Develop a Student Persistence newsletter for faculty and staff
- Re-establish the student newspaper
- Market scholarly pursuits of faculty and students
- Implement a student ID system with service participation tracking capability
- Share information with parents on the college website
- Communicate with students in good standing who fail to re-enroll
- Systematically survey and interview students during the first six weeks of their first term

In FY2008, the committee will continue to review the considerable data compiled to date and begin to prioritize the strategies identified above.

Promoting Global Awareness and Multicultural Education

Beginning in 2002, the college has included a global awareness and multicultural education initiative in the college's Strategic Plan. In the FY2008-FY2009 Strategic Plan, this was expanded to "include service learning activities within and outside the United States." These initiatives are approved by the college's governing board and are used to guide area operational planning and college budget development. Major accomplishments in FY2007 included:

Curriculum:
- Spanish 101 Honors students volunteered at Robert Moton Elementary School in the Adult Literacy Program with recent immigrants and their children
- French and Spanish courses were offered at the beginning and intermediate level
- Multiculturalism was included in the curriculum of Human Geography and Anthropology
- Two new Philosophy courses were developed-World Philosophies and Peace Studies
- English 101 instructor required research project on African nations
- English102 instructor featured authors from outside the United States
- The Great Ideas Academic Community sponsored a trip to see the King Tut exhibit

Staff Development:
- Visit to Holocaust Museum
- Book talk topics relating to other cultures

Child Development Center:
- Children's Summer Performing Arts Series featured multicultural presentations
- Children's Summer Camp foreign language program

Co-Curricular:
- Get out of Town series-students visited DC, New York, Philadelphia and Baltimore

- Workshops on race, diversity, cross-cultural communication and other personal development programs addressing the lens through which Americans see the world
- Student Life Leadership program concentrated on the following issues: sustainability around the globe, Fair Trade, and world hunger through the OXFAM program
- Faculty debate and student discussion on immigration issues
- Service learning project in Big Falls, Belize which provided a two-week summer literacy camp for Mayan children

Continuing Education and Training:
- Kids for Peace Camps experienced tremendous growth
- Language classes in Spanish, Italian, Chinese, Urdu/Hindi, and Sign Language
- Offered smoking prevention class in Spanish for Latino adults and children
- Provided interpreters for businesses with Latino staff

COMMUNITY OUTREACH AND IMPACT

Eleven long-range goals are placed prominently in the front of Carroll Community College's current catalog. These goals include:

- Provide career preparation and job skill enhancement through credit programs, noncredit entry-level career training, professional continuing education leading to industry licensure and certifications, and career development and counseling services.
- Support county business development through provision of customized training and business services including assessment, consulting, training plan development, and performance improvement programs provided under contract.
- Develop education partnerships with business, industry, community organizations, and governmental entities to further economic and workforce development.
- Promote community enrichment through cultural programming, lifelong learning offerings, and accessible facilities.

The faculty, administration, and staff are committed to achieving these goals and the narrative below exemplifies the college's efforts in fulfilling these long-range goals.

Economic and Workforce Development

Carroll Community College's office of Continuing Education and Training is the premier provider of workforce training to the county's employers. Workforce development contract training enrollments increased 32% from fiscal year 2005 to 2006, reversing a three-year decline. Combined fiscal year 2006 enrollments in public and contract workforce development courses were 9,449, an institutional record. Sixty-five percent of all non-credit enrollments were in workforce development courses.

The college's Miller Small Business Center is a resource serving the many small and family-owned businesses in the college's service area. The Center is a one-stop resource for businesses

and entrepreneurs seeking peer relationships, training, and state-of-art technology, and offers a large conference room, resource library, training room with smart-classroom capability, and online resources and databases. Fledgling businesses are offered the opportunity to connect with peers through mentoring referrals or personal consultations offered by a group of affiliated business owners in many types of businesses.

In another initiative to serve Carroll's small businesses, Continuing Education and Training partnered with the Carroll County Office of Economic Development, the Maryland Small Business Administration, and Start Up Carroll, a local consortium of private businesses, to create Four Partners/One Purpose. This program provides training and consulting at no cost to small and newly forming businesses and, to date, has served over 500 participants.

Secrets of Success for Small Business is a new series of events developed for current and prospective business owners. Through this program, local successful business owners convene a small dinner group of no more than ten persons to engage in an informal discussion about the elements that push a business toward success and profitability.

The college continues to deliver training appropriate for high-tech manufacturing. At the request of a local employer, the college provided ProE/Mechanica training, State Machine Design, and Introduction to Digital Design, all to support engineering design and development. This was a significant training endeavor in terms of the number of participants served and the organizational improvement realized by the employer.

The college convened a group of manufacturers to study the feasibility of offering machinist apprenticeship training. The proposed non-credit program was well-received and plans are moving forward to develop and implement the program. An outgrowth of this collaborative effort was the initiation of the Carroll County Manufacturing Consortium, whose purpose is to share information and resources related to current manufacturing issues.

The college's office of Career Services seeks to connect employers with prospective, qualified employees. Initiated at the beginning of the academic year, *Employers on Campus* showcases a different local employer each week. This program exposes students to local career options while connecting employers with prospective employees. An on-line job board, *College Central Network*, a collaborative effort of the offices of Career Services and Continuing Education and Training, connects the business community to job-seekers. In its first year of operation, 117 employers registered and 275 positions were posted. Career Services coordinated several occupation-specific job fairs as well as the annual spring job fair which attracted 53 employers to campus and many students and community members.

Partnerships with Public Schools

Carroll Community College is committed to continuing and strengthening our partnership endeavors with Carroll County Public Schools. Numerous college staff members serve on advisory committees and/or volunteer their time to assist in a wide range of activities that benefit the students and staff in the local public schools.

Recently, the college hosted public school students, parents, community agencies, and employers for the annual *Transitions Fair* which showcases post-secondary academic and career options for students with I.E.P.s. The event included speakers and community resources to assist families as their students transition out of their secondary education programs. The event was planned collaboratively by Carroll County Public Schools, and the college's offices of Continuing Education and Training and Student Support Services.

The college's admissions/advising staff works closely with the guidance staff in the county's seven comprehensive high schools to create opportunities for students to prepare for the transition from secondary to post-secondary education. For example, juniors enrolled at the Career and Technology Center are offered the opportunity to take college placement tests to assess their college readiness.

The Theater in the Scott Center has been the site for Carroll's Academic Challenge for three years. Teams from the Carroll County high schools, plus Littlestown High School, Pennsylvania, compete in this one day event. The questions are compiled by Carroll faculty. The winning team demonstrates knowledge and communications skills.

Faculty and staff have been involved with the Carroll County Regional College Fair Planning Committee, Century High School Business Advisory Group, Carroll County Advisory Council for Career and Technology Education, Mock Interviews at Winters Mill High School, and the Job Shadow Program.

The college's Vice President of Academic and Student Affairs is working with the Carroll County Public School System's Associate Superintendent for Instruction to develop collaborative efforts to provide academic alignment to improve the transition from high school to college. They are also developing joint gifted and talented programs in the fine arts; developing Science, Technology, Engineering, and Mathematics (STEM) partnerships; and working to improve dual/concurrent enrollment options. Development teams in each of these areas will begin work in summer 2007 to create implementation strategies.

Community Outreach Activities

The college continues to grow as a center of community activity. For the tenth year, the college hosted *Maryland and the Civil War – A Regional Perspective,* an event offered in partnership with the Historical Society of Carroll County. Over 130 people participated in this day-long event which included presentations by recognized experts, displays, and music.

The college hosted candidate forums, an annual health fair, the job fair, musical events, recitals, and speakers. The annual Random House Book Fair drew 3,500 people to campus to meet local and best-selling authors, listen to poetry readings, or participate in children's activities. Other community outreach activities include:

- *Laugh for the Health of It* – an event aimed at strengthening wellness options
- Library Connections – a project to mutually plan reading events and book talks
- Demonstrated the college's LEGO robotics capabilities at community events

- Co-sponsored YRead: A Young Adult Literature Conference

Cultural and Performing Arts

The Carroll Community College Foundation's Starry Night Benefit featured the Moscow Symphony Orchestra. Other events featured over the past year included the Westminster Symphony Orchestra performing with the Frederick Regional Youth Orchestra, the International Dance Festival in conjunction with the Westminster Ballet Theater featuring a guest artist from the Moscow Ballet, and the Summer Energy Film Series sponsored by a student organization and the local chapter of the Sierra Club. The film series sponsored by the Student Government Organization attracted large audiences to the free weekly films. The college hosts numerous art exhibits displayed in the Great Hall, the Landon Gallery, and the Gallery in the Scott Center. The free exhibits are open to the general public and offer the opportunity to meet and interact with the artists at the opening receptions.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	56.7%	55.8%	57.4%	55.2%
B.	Students with developmental education needs	81.1%	83.6%	85.7%	83.3%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount enrollment in ESOL courses	214	191	242	270
D.	Financial aid recipients				
	a. Percent receiving Pell grants	9.3%	9.6%	9.3%	7.8%
	b. Percent receiving any financial aid	16.5%	17.4%	16.5%	15.0%

		Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week	65.3%	67.3%	N/A

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	2.7%	3.1%	3.1%	3.1%
	b. Asian, Pacific Islander	1.5%	1.5%	1.9%	1.3%
	c. Hispanic	1.0%	1.6%	1.7%	1.6%
	d. Native American	0.6%	0.4%	0.4%	0.5%
	e. White	93.0%	92.4%	91.8%	92.2%
	f. Foreign	0.2%	0.2%	0.2%	0.3%
	g. Other	1.0%	0.9%	1.0%	1.0%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$9,466	$13,059	$23,104	$30,342
	b. Median income three years after graduation	$32,613	$28,640	$40,443	$42,345
	c. Percent increase	244.5%	119.3%	75.0%	39.6%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	11,795	11,879	12,307	13,425	13,600
	b. Credit students	3,913	4,236	4,392	4,478	4,600
	c. Non-credit students	8,158	8,000	8,230	9,271	9,000

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	48.6%	48.6%	47.5%	47.4%	50.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	69.8%	70.0%	69.2%	67.1%	70.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	55.5%	53.1%	52.8%	49.9%	55.5%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	698	731	1,279	1,408	1,400
	b. Non-credit	193	171	106	309	200

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	48.3%	50.1%	47.0%	47.0%	50.0%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	96%	99%	99%	93%	95%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	60%	77%	71%	N/A	75%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		54.6%	57.8%	56.6%	60.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		85.9%	81.8%	85.3%	85.0%
	b. Developmental completers		80.0%	84.9%	89.5%	85.0%
	c. Developmental non-completers		50.0%	26.8%	28.6%	30.0%
	d. All students in cohort		74.2%	73.7%	74.8%	75.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		85.6%	68.2%	69.1%	70.0%
	b. Developmental completers		61.9%	69.9%	69.2%	70.0%
	c. Developmental non-completers		26.0%	20.7%	21.4%	20.0%
	d. All students in cohort		54.4%	60.6%	58.1%	60.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	86.8%	87.2%	81.3%	82.5%	85.0%
	b. Mean GPA after first year	2.9	2.8	2.7	2.7	2.8

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	75%	70%	79%	79%	85%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	6%	7%	8%	7%	10%
	b. Percent non-white service area population, 18 or older (not benchmarked)	6%	6%	6%	7%	N/A

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	0%	0%	2%	3%	4%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	7%	9%	9%	6%	10%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		N<50	N<50	N<50	75.0%
	b. Asian, Pacific Islander		N<50	N<50	N<50	75.0%
	c. Hispanic		N<50	N<50	N<50	75.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		N<50	N<50	N<50	60.0%
	b. Asian, Pacific Islander		N<50	N<50	N<50	60.0%
	c. Hispanic		N<50	N<50	N<50	60.0%

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Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:	76	86	130	142	155
	a. Business	13	23	25	18	28
	b. Data Processing	6	11	7	8	12
	c. Engineering Technology	1	0	0	4	0
	d. Health Services	17	31	63	65	70
	e. Natural Science	0	0	0	0	0
	f. Public Service	39	21	35	47	45

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2006	Benchmark Survey 2009
20	Percent of career program graduates employed full-time in a related field.	75%	78%	83%	87%	85%

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2006	Benchmark Survey 2009
21	Graduate satisfaction with job preparation.	83%	100%	80%	89%	90%

		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	83%	100%	100%	100%	100%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates					
	a. Physical Therapist Assistant	100%	100%	100%	90%	90%
	Number of Candidates					
	b. LPN	96%	100%	100%	100%	90%
	Number of Candidates					
	c. RN			100%	100%	90%
	Number of Candidates					

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	5,309	5,075	5,164	6,175	5,600
	b. Annual course enrollments	8,619	7,485	7,709	9,410	8,800

			FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount		4,498	3,808	4,293	4,500
	b. Annual course enrollments		5,358	5,018	5,814	5,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	68	67	80	76	80

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,785	3,361	3,040	3,957	3,800
	b. Annual course enrollments	6,218	4,991	4,783	6,326	6,400

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	98%	100%	97%	99%	95%

Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,812	2,883	2,959	2,905	3,200
	b. Annual course enrollments	4,146	4,479	4,599	4,752	5,000

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	285	271	325	324	400
	b. Annual course enrollments	388	346	468	457	600

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	40.6%	40.8%	41.6%	41.7%	42.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	51.0%	51.2%	51.5%	51.4%	52.0%

Cecil College

Mission

Cecil College is an open-admission, learner-centered institution, which provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. The College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

Institutional Assessment

Cecil College is completing the second year of its five-year Strategic Plan (2005-2010) which includes four strategic initiatives. The strategic initiatives embed the main objectives contained in the updated Maryland State Plan for Postsecondary Education (2004) goals of ensuring quality education, equitable access, economic development, diversity, teacher preparation, learning-oriented use of information technology, and accountability.

Last year, the College developed and implemented an Academic Plan which is a subsidiary plan to the College's Strategic Plan. It incorporates the strategic initiatives and targeted actions that will be undertaken to realize outlined goals of the College. This academic year, progress on the plan was assessed and documented in a report to the College community in April 2007.

Cecil College continues to solidify collaborations with other higher education institutions, as well as expanding the use of technology for instructional design and delivery. Some noteworthy accomplishments in these areas include the following:

- Articulation agreements were formalized with the following higher education institutions: Wilmington College (Elementary Education); Wesley College (Elementary Education, Business Transfer, and all Associate degree courses in related majors); University of Wisconsin—Green Bay (RN to BSN); UMBC (Computer Science); and Salisbury University (Social Work).

- Articulation agreements are in the final stages of approval with the following higher education institutions for all associate degree courses in related majors: Regis University and University of Maryland University College (UMUC).

- An accelerated degree program in Social Work was developed in partnership with Salisbury University. The program enrolled 24 students during 2006/2007. This program is designed for working adults that want to earn an undergraduate degree while working, and combines theory and practice through classroom, on-line and guided experiential learning. Cecil College students can transfer all credits to the baccalaureate program at Salisbury University.

- The newly established accelerated degree program in Leadership and Management developed in collaboration with Wilmington College produced its first graduates this academic year. Students could complete their Associate Degree within seventeen months, and are eligible to transfer up to 80 credits into one of two accelerated baccalaureate options at Wilmington College based on a program-to-program articulation agreement.

- The Cecil College/University of Maryland Baltimore County (UMBC) collaborative effort in a non-credit program in Diagnostic Medical Sonography attained a 100 percent student persistence rate.

- New programs developed and approved by the Cecil College Academic Affairs Committee in this academic year include: AS--Transfer-Chemistry Option; AS--Transfer-Meteorology; AS--Transfer Geology; AS--Transfer-Ocean Studies; AAS--Early Childhood Education; AAT--Early Childhood Education; AA--Elementary Education; AAT--Elementary Education; AA--Secondary Education; AAT--Secondary Education (Chemistry); AAT--Secondary Education (Mathematics); and AAT--Secondary Education (Physics).

- Mathematics faculty successfully piloted the use of an interactive response system in the classroom that enabled real-time evaluation of students' academic progress last year. In 2006/2007, this interactive response technology was expanded to other disciplines with great success.

- The Commission on Accreditation of Allied Health Educational Programs (CAAHEP) completed an on-site audit and accredited the College's Medical Assistant Program (MAP). The MAP graduates are now eligible to write the Certified Medical Assistant certification exams to gain national certification.

Occupational Program Associate Degrees and Credit Certificates Awarded in Business
The accelerated degree program in Leadership and Management, developed with Wilmington College, produced its first set of graduates this academic year. This program's outcomes effectively averted the declining number of business degrees awarded during the past few years. The College is, therefore, on track to meeting its benchmark.

Occupational Program Associate Degrees and Credit Certificates Awarded in Engineering Technology
In anticipation of the Department of Defense's Base Realignment and Closure (BRAC) that would draw high technology firms to this region, Cecil College is being proactive in meeting the regional needs for technologically trained manpower. An estimated 5,200 jobs from the U.S. Army's Communications and Electronic Command at Monmouth, New Jersey, will be reassigned to nearby Aberdeen Proving Ground as a result of the 2005 BRAC Act. The projection that BRAC will bring over 10,000 new Department of Defense civilian and contractor jobs to this region gives the College hopes of increasing its graduates in engineering technology. It is expected that BRAC will have a great impact on the number of high technology companies conducting businesses in this area and that

would potentially impact the College enrollment and graduation in technologically-oriented careers.

Another stimulus that would positively impact enrollment and graduation in engineering technology is the partnership between Cecil College and UMBC to co-locate a science, math, and engineering center at Port Deposit in Cecil County. This joint partnership will bring baccalaureate education to Cecil County whereby students will complete the first two years at Cecil College and the next two years with UMBC.

Occupational Program Associate Degrees and Credit Certificates Awarded in Natural Science
The Commission rightfully observed that no awards have been made in natural science in the past four years. The main program offered at the College under this category was Sanitary Technology. Because of small or no enrollment, this program has been discontinued this academic year.

Community Outreach and Impact

Cecil College is making a big difference in community outreach with remarkable impact on the lives of Cecil County residents. Unduplicated annual headcount enrollment in noncredit community service and life-long learning courses at the College (indicator #29a) increased from 1,745 in FY 2003 to 2,100 in FY 2006, a 20 percent increase. Similarly, annual course enrollments (indicator #29b) grew from 3,969 in FY 2003 to 4,657 in FY 2006, representing a 17 percent increase. Unduplicated annual headcount in noncredit basic skills and literacy courses (indicator #30a) slightly declined between FY 2005 and FY 2006, but the annual course enrollments (indicator #30b) increased by 21 percent between FY 2003 and FY 2006.

The Business Education and Life-long Learning (BELL) Team partnered with the Cecil County Department of Social Services for a Department of Labor (DOL) Healthy Marriage Initiative grant proposal for $2.5 million which was approved and awarded. The College is offering a comprehensive program that builds healthy partnering and parenting dynamics for families. Daycare and transportation are provided, breaking down barriers to participation.

The Job Start Program transports customers to the College for various programs and has logged 37,762 miles, carrying 3,163 people on 5,632 trips through March of this academic year. Serving 351 people, the Job Start program contributes to the community by offering a weekly Emotions Anonymous session, a twelve-step program that examines the part that positive and negative emotions play in the decisions that people make. The program also sponsors the Cecil County Network, a collection of service providers meeting bi-monthly for networking and information gathering. The network serves 93 attendees.

The Non-Custodial Parent Employment Program was started this year to help reduce barriers to employment for people who owe child support. Of the 16 people who enrolled in this program, ten of them have obtained employment and are now meeting their child-support obligations. The program also began to offer Subsidized Employment by

partnering with local businesses to provide employment for those receiving Temporary Cash Assistance. The Job Start has made 41 job placements at an average wage of $9.34, which equates to about one-third of jobs for all TCA recipients seeking jobs in the County. Thus far, the program has contracted with three employers and will be increasing that number in the near future.

In FY 2007 six Wellness Workshops were conducted, enabling 178 people who are on disability to meet with their Cecil County Department of Social Services case workers during a workshop designed to be informational, empowering and motivational.

The Adult Education program has served 722 students this academic year with a total of 1,033 registrations. Of the 420 students who attended ABE, GED or ESOL classes for at least twelve hours of instruction, 54 percent advanced one or more academic levels. For those students who were in the program for sufficient hours to be post-tested, 80 percent improved by one or more academic levels. These results placed Cecil in the highest quartile in seven of the eight academic levels of the Maryland Adult Education Performance Measures. In addition, 69 students received their GED diploma.

The Adult Education Program maintains a successful informal partnership with the Youth Service Agency's Bridges program serving Cecil County youth 16 -21 years of age. The program served 62 Bridges students. The College continues to offer an afternoon on-site Bridges class and, for the first time, one evening Bridges class. The program also maintains an informal partnership with Impacting Your World Christian Center where 16 students, mostly from disadvantaged low income areas of the county, were served.

As a result of a new Maryland State Department of Education initiative, the Adult Education program was able to hire an Intake Assessment Specialist thereby enhancing the procedures for testing, orienting, and starting new students into the program.

The Adult Education Program works with the Business Training Resource Center (BTRC) at the College to offer two basic skills classes at W.L. Gore sites in Cecil County. Eleven students attended the math class and nine attended the language arts class. 'Post-test results for both classes were impressive, showing an average gain of one grade level over a 30-hour class period. The College conducts a series of courses at the Veterans Administration Maryland Health Care System (located in Perry Point and Baltimore) in Grammar, Punctuation, Proofreading, Communication Skills, and Emotional Intelligence, as well as various customer service, supervisory and leadership topics.

The Business Training Resource Center (BTRC) hosted the *BRAC and Your Bottom Line Conference* in October 2006 with 146 businesses in attendance to learn about BRAC and its potential impact on business opportunities.

The Cecil Performance Improvement Network (CPIN) provides a platform for area businesses to network and address common management concerns. Some of the topics addressed this past year included: customer service, motivating employees, non-verbal communication, team building and how to perform an internal needs analysis. The annual CPIN fieldtrip will take the group to Medline, a manufacturer and supplier of tens of thousands of medical products, to learn about best practices in manufacturing.

In an effort to further fulfill organizational and professional development needs of the Cecil County business community, the BTRC developed several new certificate programs to build new skills and enhance individual performances. The new certificate programs include: Super Vision, Employee Mentoring, Sales Professional, and Customer Service Professional.

Through the Susquehanna Workforce Network, the BTRC has assisted Cecil County businesses in applying for and receiving training grant funds for incumbent workers through the Maryland Business Works program. This program encourages promotion, additional job opportunities, and improving worker retention by increasing the skill level of the existing workforce in high demand occupations. The BTRC had a 100 percent approval rating in their training programs.

Cecil College became an officially registered provider of Command Spanish® programs. Command Spanish®, Inc., is the country's leading provider of occupational Spanish language training materials and programs for the workplace, based on research and development by language, curriculum, and translation specialists. The objective is to provide learner-friendly language programs which are job specific. In addition, they provide cross-cultural training designed to increase cultural competence in the workplace between Hispanic and non-Hispanic people.

The College successfully launched Community Emergency Response Training (CER-T) in partnership with the Cecil County Department of Emergency Services. The Cecil County CER-T program prepares individuals to care for themselves, their families, and their neighbors before, during, and after a disaster.

Cecil College partnered with the Small Business Development Center (SBDC) of Cecil County to host Wide Area Work Flow (WAWF) training through a Department of Defense instructor. WAWF is a system for electronic submission of invoices, government inspection, and acceptance of documents in order to support DOD's goal of moving to a paperless acquisition process, a system that many local businesses will need to become familiar with as they prepare to work more closely with the government through BRAC generated businesses.

A series of computer classes were offered to the staff of Union Hospital in Elkton, MD. The classes ranged from the basic to the more advanced features of Microsoft Word, Excel, and PowerPoint. The College also offered a review course in Grammar, Punctuation, and Proofreading for Union Hospital staff.

The Workforce Development program received a $5,000 Construction Trades Grant from the Building Congress & Exchange Foundation to develop curricula in Carpentry, Plumbing and Electrical fields. Training in MATLI's Certified Commercial Driver License program resulted in 90 students earning their CDL. In partnership with Armstrong Inc., MATLI provided a Flagger Training Program and 18 employees became certified in flagger safety and procedures.

The College received the Maryland Higher Education Commission's approval of its certificate proposal in instructional technology. After launching a very successful "train-the-trainer" program at the Aberdeen Proving Ground (APG), Cecil College developed two

new courses (Developing State-of-the-Art Instructional Programs and Delivering State-of-the-Art Instructional Programs) at APG's request in 2006/2007. These courses employ the most current computer software in the design and delivery of instructional programs.

The strong partnership between Cecil College and Cecil County Public Schools (CCPS) continues, which fosters sharing of facilities, equipment, staff, and expertise for the benefit of students. The collaborative relationship is exceptional and includes many ongoing student-centered strategies. Cecil College and CCPS collaborated to launch a Science, Technology, Engineering and Math (STEM) initiative to better prepare students for the demands of highly technical careers. There is a joint Cecil College/CCPS Advisory Board involved in mapping, evaluating, and revising the high school curriculum to ensure that students are well prepared for college-level studies. The College annually administers placement tests to all high school juniors in English, Math and Reading to assess skills and inform course selection in the senior year.

Dual enrollment courses that enable students to earn high school and college credits simultaneously are open to gifted and talented middle and secondary school students. Thirty articulated high school courses are eligible for transfer as college credits. The College's Elementary and Secondary Teacher Education majors complete their field experience at Cecil County Public Schools.

Accountability Indicators

Accessibility and Affordability

Cecil College continues to be a higher education institution of preferred choice for many Cecil County residents and people from adjoining region. In fall 2006, the College attracted 58 percent of the service area residents enrolled as first-time, full-time freshmen in any Maryland college or university (indicator #2) and dominated the market share of part-time undergraduates (86 percent) enrolled in the service area (indicator #3).

The College's enrollment growth from FY 2005 to FY 2006 was modest and supports the Strategic Plan (2005-10) initiative to maintain a pattern of responsible enrollment growth. The annual unduplicated headcount for credit students enrolled at the College grew by 8 percent, from 2,467 in FY 2003 to 2,669 in FY 2006 (indicator #1a). Non-credit student enrollment (indicator #1c) of 5,207 in FY 2003 increased to 5,371 in FY 2006, representing a 3 percent growth. Over the same time period, the overall student population grew by 4 percent from 7,519 to 7,843 (indicator #1a).

Enrollment in online courses continues to grow by leaps and bounds at the state and national levels. Cecil College is keeping pace with the national and state trends in enrollment of students in online courses. In FY 2003, credit enrollment in online courses at the College was just 173. In FY 2006, the number of students enrolled in online credit courses almost quadrupled, growing to 636 (indicator #5a). The College is a third-party provider of online courses for non-credit students. Enrollment growth in non-credit online courses (indicator #5b) declined from 294 in FY 2003 to 265 in FY 2006.

The management and trustees are firmly committed to making Cecil College education accessible as well as affordable. As such, the College's tuition and fees are benchmarked to be less than one-half of the cost of tuition and fees at Maryland four-year institutions, set at 48 percent (indicator #6). The tuition and fees at the College remain competitive. In FY 2007, the ratio of tuition and fees for a full-time, service area student at the College to the average tuition and fees for a full-time resident undergraduate at Maryland public four-year institutions remains at a comparable rate to the FY 2004 rate (42.8 versus 42.7 percent).

The College Bound Tuition Reduction Program is a great opportunity for high school juniors and seniors from Cecil County to earn college credits. This program provides a fifty percent tuition scholarship for all qualified Cecil County public high schools, Elkton Christian School, and Tome School students to attend Cecil College while still in high school. Participation in this program exposes students to college experience at a subsidized price and may shorten the time it takes to earn a degree.

Career clusters with multiple pathways have been established to help high school students develop and implement a six-year educational plan. With careful planning and sustained effort, students can graduate from high school having earned college credit and/or industry certification. The four broad career clusters include Arts and Communications, Business, Finance and Marketing, Health and Human Services, and Science, Engineering and Technology. The College offers a Summer Scholar Program for students who want to explore career pathways through institutes created for teens ages 13-15. The program is available to students before entering the Cecil County Public School Career Clusters and Pathways.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

Surveys administered to both continuing students and alumni of Cecil College repeatedly indicated their great satisfaction with the College programs. The graduate follow-up survey of 2005 Cecil College alumni administered in 2006 indicated that 100 percent of respondents were satisfied with their educational goal achievement at the College (indicator #7). Results for the three preceding cohorts of graduates ranged from 94 percent to 97 percent, indicating that Cecil alumni are fully satisfied with the quality of education received at the College.

A survey of students who previously enrolled at the College in spring 2005 but failed to re-enroll the following semester (fall 2005) was conducted to determine if the students had achieved their educational objectives (indicator #8). Seventy three percent of respondents indicated they had partly or completely attained their educational objectives, and 81 percent noted there was nothing the College could have done differently to make them return in fall 2005.

As a means of gaining a better understanding of the effectiveness of community college education, as well as the pattern of progress made by students, a set of degree progress indicators are analyzed. These degree progress indicators (#10 and #11) constitute a point of departure from the traditional method of simply measuring community college students' progress by looking at graduation rates of an aggregate of students. Community colleges accommodate a heterogeneous set of students with different academic preparation, purpose

and backgrounds. Hence, a simple aggregation of student persistence and graduation rates tends to blur the pattern of progress and achievements of community college students.

Consequently, the progress and achievement of community college students are examined by categorizing the students into college-ready, developmental completers, and non-developmental completers (indicators #10, #11, #17 and #18). Those students, who at matriculation at the College, had no need for remediation in English, Mathematics and Reading are described as College-ready. The first-time students in a fall cohort who needed to complete coursework in at least one area of developmental education and actually completed all recommended developmental coursework requirements within the four years of initial entry are described as developmental completers. Among those first-time, fall cohort students who required developmental course(s) in at least one area but had not completed them within the four-year of initial entry are described as developmental non-completers.

It should be noted that the student characteristics in the past two years have shown an upward trend in the number of students with developmental education needs. The percentage of first-time credit students needing developmental coursework rose from 39.1 percent in fall 2003 to 45.3 percent in fall 2006 (Student Characteristics B in the attached table). A degree progress analysis of fall 2000 to fall 2002 first-time students indicated that just between 32 and 38 percent of students needing developmental coursework actually completed the requirements within four years (indicator #9). Putting these findings in context, the Community College Survey of Student Engagement results showed that the percentage of Cecil College credit students employed for more than 20 hours per week increased from 62 to 65 percent between 2004 and 2006 (Student Characteristics E). Thus, in academic year 2006/2007 the College established a College-wide Developmental Education Committee to conduct a comprehensive review of its developmental Math, Reading and English offerings and to offer recommendations for improvements that would be based on best practices.

Successful persisters (indicator #10) are described as first-time fall cohort students who attempted 18 or more credit hours during their first two years and either graduated, or transferred, or earned at least 30 credit hours with a cumulative grade point average of 2.0 or above, or still enrolled at the College four years after the initial entry. Successful persister rates after four years were estimated for fall 2000, fall 2001 and fall 2002 students. The persistence rates for both College-ready and developmental completers were closely related. In fact, both group of students in the fall 2002 cohort had exactly the same persistence rate of 84 percent (indicator #10). This is a clear indication that it is rewarding for students needing developmental coursework to complete them for successful outcomes. The developmental non-completers (those who did not complete the recommended developmental coursework) had the lowest successful persister rates—56 percent for the 2000 cohort, 54 percent for the 2001 cohort and 36 percent for the 2002 cohort. The overall persister rates for all students declined from 78 percent for the 2000 cohort to 64 percent for the 2002 cohort.

The graduation-transfer rate after four years (indicator # 11) for first-time students who enrolled in fall 2000, fall 2001 and fall 2002 were analyzed under the four categories of students identified earlier. The graduation-transfer rates after four years for the college-ready students were the highest of the four categories in the 3 years of analysis. The

graduation-transfer rate for developmental completers was higher than the overall average for all students, staying at 64 percent in 2000 and 2001 but declining to 52 percent in 2002. Developmental non-completers had the lowest graduation-transfer rates in the three years. The results obtained for developmental non-completers are disappointing but not surprising. Failure to complete developmental coursework requirements are a deterrent to making degree progress as well as academic achievement. While more than a half of all first-time students in the fall 2000 and fall 2001 cohorts either graduated or transferred after four years of initial entry, only 39 percent of the fall 2002 cohort made similar progress.

The academic performance of Cecil College students at institutions of transfer (measured by GPA after first year) is quite impressive (indicator #12). Between academic years 2005 and 2006, transfer students with cumulative GPA of 2.0 or above after their first year increased from 79 percent to 86 percent. The mean GPA of Cecil transfers after first year at transfer institutions steadily increased from 2.46 in AY 2003-04 to 2.64 in AY 2004-05 and then to 2.83 in AY 2005-06. Their mean GPA of 2.83 in AY 2005-06 exceeded the state average of 2.63 for all community college transfers to Maryland public four year institutions.

The 2005 alumni survey results indicated that eighty seven percent of respondents were satisfied with the quality of their transfer preparation, an improvement over the 2002 results (indicator #13).

Diversity

After many years of growth, the percentage of minority students' fall enrollment (indicator #14) declined from a peak of 12.9 percent in fall 2005 to 11.2 percent in fall 2006—the same rate as in fall 2003. While the estimated percentage of non-white service area population of 18 years or older in 2005 was 8.3 percent, the corresponding minority enrollment at the College is well above the college-age minority residents in the County. Because of the College's commitment to diversity, the 2010 benchmark figure for this indicator is set at 15 percent.

The percentage of full-time minority faculty employed at the College (indicator #15) has declined from 7.9 percent in fall 2003 to 7.1 percent in fall 2006, although extra efforts have been made to reverse this trend. However, the College has made significant strides in attracting and retaining minority employees at various employment levels. The percentage of minorities of full-time administrative and professional staff (indicator #16) increased from 10.4 percent in fall 2004 to 13.9 percent in fall 2006. The big jump in the recruitment of full-time minority administrative and professional staff this academic year has made the College to exceed its benchmark of 12 percent in this category.

Successful persister and graduation-transfer rates of ethnic minority students after four years (indicators #17 and #18) are broken down into three categories (African American, Asian/Pacific Islander, and Hispanic). Because the number of students in the cohort for analysis in each category is less than fifty in each of the three years under study, these rates are not reported. The rationale for not reporting observations with small numbers was to

avoid revealing outcomes for a few students. Results for very few students also are subject to erratic fluctuations which may have little or no reliability.

Economic Growth and Vitality: Workforce Development

One of the values of community colleges centers on their contribution to workforce development. Cecil College's contribution to economic growth and workforce development in the region it serves is measured in terms of the number of occupational associate degrees and credit certificates awarded by major fields from FY 2003 to FY 2006 (indicator #19). Six occupational program degrees and certificates included this category are Business, Data Processing, Engineering Technology, Health Sciences, Natural Science, and Public Service. Between FY 2003 and FY 2006, the College has awarded an average of 20 degrees/certificates in business except in FY 2005 when it awarded only 11. The inauguration of accelerated degree program in Leadership and Management (in collaboration with Wilmington College) has increased the College's capacity to award more degrees in this area. Degrees/certificates awarded in data processing declined from 9 in FY 2003 to 5 in FY 2005 and has since remained at 5. In engineering technology, 2 degrees/certificates were awarded both in FY 2005 and FY2006. It is anticipated that the College would make more contribution in a foreseeable future to engineering workforce development in the region because of various initiatives that are being implemented, such as the STEM Academy.

The College's greatest contribution to workforce development and economic vitality is in the field of health sciences. The College has awarded 190 nursing and allied health degrees/certificates in the past four-years, resulting in an average of 44 degrees/ certificates per year. In response to the severe shortage of nurses in the State, the College has developed an online LPN to RN transition course. Students who successfully complete this course are eligible to enroll in the second year of the College's two-year program for the Associate Degree in Nursing. The College has also increased the intake of nursing students. The College's Medical Assistant Program (MAP) was recently accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP). The MAP graduates are qualified to take the national Certified Medical Assistant certification exams.

The recently administered follow-up survey of 2005 graduates showed that the percentage of career program graduates employed full-time in related fields (indicator #20) increased to 88 percent, in contrast to 62-77 percent range in the previous three years. In contrast to 75 percent in the 2002 alumni survey, 91 percent of the 2005 graduates were satisfied with their job preparation by the College (indicator #21).

In the employer survey conducted in 2006, eighty six percent of respondents expressed full satisfaction with the College's career program graduates (indicator #22). Employer satisfaction with the College's career program graduates has always been favorable. One of the respondents wrote: "Over the past few years, I have found the majority of your nursing students to be well prepared for their job. I would never hesitate to hire one of your graduates."

The nursing program's reputation is one of the factors that draw a good number of students to Cecil College, and this perception is affirmed by the licensure examination pass rates in the National Council Licensure Exam (NCLEX). In FY 2003, the pass rate was 88 percent and increased to 92 percent in FY 2004. The result for FY 2005 was 82 percent, moving up again to 90 percent in FY 2006 (indicator #23a). For the past four consecutive years, the licensed practical nurse (LPN) students had maintained a perfect pass rate of 100 percent each year in NCLEX-PN (indicator #23b).

Unduplicated annual headcount in non-credit workforce development courses at the College (indicator #24a) has been declining from a high of 1,627 in FY 2003 down to a low of 1,113 in FY 2006. The annual course enrollments also dropped from 2,841 in FY 2003 to 1,714 in FY 2006 (indicator #24b). Shifts in market demand away from trades to technical and soft-skill development have necessitated major programming changes in this area. The College has begun to infuse these changes in its programming and anticipates an upward trend in the coming years.

The College has made considerable progress with respect to enrollment in continuing professional education leading to government or industry-required certification or licensure (indicator #25). In FY 2005, the unduplicated headcount in this category was 1,878 and grew to 2,061 in FY 2006. Similarly, the annual course enrollments increased from 2,292 in FY 2005 to 2,476 in FY 2006, a growth of 8 percent.

Over the past few years the College has experienced a shift in demand from non-credit contract training to credit contract coursework. From a high of 35 in FY 2004, the number of businesses provided with non-credit training and services under contract decreased to 21 in FY 2006 (indicator #26). Both unduplicated headcount and annual course enrollments in non-credit contract training have declined from FY 2003 to FY 2006 (indicator #27). This shift in market demand may be attributed, in part, to the need for a degree-holding workforce in response to the Base Realignment and Closure (BRAC) implications. Although enrollments are decreasing in the noncredit contract training area, the College has experienced growth in the credit contract training area. Employer satisfaction with non-credit contract training provided by the College has always been excellent (indicator #28).

Effective Use of Public Funding

For the past seven years, the College has used its budget development process to identify college-wide priorities for programs and services that support the initiatives outlined in the Strategic Plan. All departments participate in the development of possible initiatives for funding and the College Management Team functions as the Budget Development Committee to create the final list of priorities. This priority list, culled from a long list of possible initiatives, is used to determine how new dollars will be allocated in the following budget year. If revenues exceed expenditures, other items may be funded. This priority list provides a clearly communicated roadmap to all constituencies for an effective use of the College funds.

The fiscal year 2006 was successful and fiscally responsible for Cecil College. Although the approved budget was approximately $15.4M, the College exceeded its revenue

projections by slightly more than $200,000. The majority of this increase was due to enrollment growth and not the result of a tuition rate increase. Cecil is very proud of its efforts to control the rising cost of attending college for its students and hopes to keep tuition rates affordable.

In terms of expenses, Cecil College ended FY 2006 with a surplus of $125,000 and did not reduce the prior year fund balance. The College was also able to absorb the operating costs of Elkton Station for a full year within its operating budget. Funding for the operations of this 52,000 + sq. ft. building came from the College's rapidly growing enrollment thus alleviating the need to request special state/local appropriations or implement significant reductions in other campus services.

The College spent 60 percent of its unrestricted operating expenditures on instruction, academic support and student services in FY 2006. Although the percentage of expenditures spent on instruction and academic support (indicator #32) declined from 53 percent in FY 2003 to 46 percent in FY 2006, actual expenditures increased in absolute dollar value. Compared to other Maryland community colleges, Cecil's percent expenditure on student services had consistently exceeded the state average in the last three years. In FY 2006, for example, the College's expenditure on student services was 14 percent compared to 10 percent statewide. Institutional support and plant operation expenditures are approximately 2 percent and 4 percent, respectively, above the statewide average for community colleges because the College does not have the economies of size advantages that bigger institutions have.

The FY 2006 expenditures on compensation (salaries and fringe benefits) consumed 66 percent of the College's funding compared to the statewide average of 76 percent. The outsourcing of facilities personnel in the later part of 2005 led to this major shift in the allocation of expenses. The full impact of this change occurred in FY 2006 as expenses moved from compensation to contracted services. The College increased its salary ranges and pay rates to be more competitive with regional salaries and has achieved its goal to pay all employees at 90 percent of the midpoint of the range in FY 2007.

The first major gifts campaign launched by the College in 2005 surpassed its targeted goal of $3 million with a grand total of $3,182,559 on December 31, 2006. A total of 462 gifts, ranging from $5 to $1.1 million, were donated by individuals, foundations, corporations, faculty, staff and alumni to strengthen the Cecil College Foundation endowments and to enhance funding for scholarships, technology and other operating needs. This academic year, the Cecil College Foundation funded 92 scholarships to students for a total of $109,000; also new endowed and flow-through scholarships were added to meet the ever-increasing financial needs of our students.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	66.8%	65.1%	64.1%	62.7%
B.	Students with developmental education needs	39.1%	37.7%	44.8%	45.3%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	83	56	86	61
D.	Financial aid recipients				
	a. Percent receiving Pell grants	14.6%	16.7%	16.9%	16.3%
	b. Percent receiving any financial aid	33.5%	36.2%	38.8%	41.6%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		62%	65%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	7.1%	7.9%	7.1%	7.6%
	b. Asian, Pacific Islander	1.8%	1.9%	1.5%	1.5%
	c. Hispanic	1.3%	1.1%	2.0%	1.4%
	d. Native American	0.4%	0.5%	0.5%	0.5%
	e. White	87.0%	86.7%	87.0%	87.3%
	f. Foreign	0.6%	0.4%	0.3%	0.2%
	g. Other	1.8%	1.5%	1.6%	1.5%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$10,317	$8,399	$9,875	$10,193
	b. Median income three years after graduation	$30,760	$43,167	$34,277	$26,770
	c. Percent increase	198%	414%	247%	163%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	7,519	8,044	7,833	7,843	10,500
	b. Credit students	2,467	2,559	2,630	2,669	3,000
	c. Non-credit students	5,207	5,737	5,368	5,371	7,500

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	55.7%	62.6%	59.4%	58.0%	64.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	87.2%	85.8%	88.4%	86.0%	90.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	63.1%	68.3%	68.3%	70.5%	70.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	173	239	401	636	700
	b. Non-credit	294	335	276	265	350

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	42.7%	42.3%	40.1%	42.8%	48.0%

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		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	94%	94%	97%	100%	95%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark Spring 2010
8	Non-returning student satisfaction with educational goal achievement	53%	81%	73%	n/a	75%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		34%	32%	38%	39%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persister rate after four years					
	a. College-ready students		88%	80%	84%	85%
	b. Developmental completers		89%	89%	84%	85%
	c. Developmental non-completers		58%	54%	36%	50%
	d. All students in cohort		78%	72%	64%	75%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		71%	74%	61%	80%
	b. Developmental completers		64%	64%	52%	70%
	c. Developmental non-completers		31%	31%	17%	20%
	d. All students in cohort		56%	53%	39%	60%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	87.7%	81.0%	79.2%	86.0%	85%
	b. Mean GPA after first year	2.75	2.46	2.64	2.83	2.75

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	73%	92%	78%	87%	85%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	11.2%	12.1%	12.9%	11.2%	15.0%
	b. Percent non-white service area population, 18 or older (not benchmarked)	7.5%	8.1%	8.5%	8.9%	n/a

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	7.9%	7.5%	7.3%	7.1%	8.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	13.0%	10.4%	11.4%	13.9%	12.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persister rate after four years					
	a. African American		n<50	n<50	n<50	n/a
	b. Asian, Pacific Islander		n<50	n<50	n<50	n/a
	c. Hispanic		n<50	n<50	n<50	n/a

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		n<50	n<50	n<50	n/a
	b. Asian, Pacific Islander		n<50	n<50	n<50	n/a
	c. Hispanic		n<50	n<50	n<50	n/a

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		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	24	20	11	20	30
	b. Data Processing	9	7	5	5	5
	c. Engineering Technology	0	0	2	2	5
	d. Health Services	30	58	53	49	55
	e. Natural Science	0	0	0	0	0
	f. Public Service	0	1	1	2	1

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	62%	83%	77%	88%	80%

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation.	88%	82%	75%	91%	80%

		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	94%	82%	100%	86%	95%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates					
	a. National Council Nursing (NCLEX-RN)	88%	92%	82%	90%	85%
	Number of Candidates	29	55	33	39	
	b. Licensed Practical Nurse (NCLEX-PN)	100%	100%	100%	100%	85%
	Number of Candidates	5	4	8	6	

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	1,627	1,492	1,355	1,113	1,300
	b. Annual course enrollments	2,841	2,121	2,025	1,714	2,000

			FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount		2,011	1,878	2,061	2,200
	b. Annual course enrollments		2,367	2,292	2,476	2,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	28	35	26	21	35

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1954	1771	1,511	904	1,200
	b. Annual course enrollments			1,597	1,294	1,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	100%	96%	97%	92%	95%

CECIL COLLEGE
2007 ACCOUNTABILITY REPORT

Community Outreach and Impact

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29 Enrollment in noncredit community service and lifelong learning courses					
a. Unduplicated annual headcount	1,745	1,848	1,980	2,100	2,350
b. Annual course enrollments	3,969	3,845	4,471	4,657	4,800

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30					
Enrollment in noncredit basic skills and literacy courses					
a. Unduplicated annual headcount	609	761	715	690	750
b. Annual course enrollments	894	1,029	1,053	1,081	1,100

Effective Use of Public Funding

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31 Percentage of expenditures on instruction	46%	44%	42%	41%	45%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32 Percentage of expenditures on instruction and selected academic support	53%	49%	47%	46%	50%

CHESAPEAKE COLLEGE

MISSION

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 Upper Eastern Shore. The College's mission is to provide a learner-centered environment that provides affordable, quality, educational experiences and support services, a focus on student achievement, choice in instructional delivery, and innovative use of instructional technology. This environment maximizes students' potential for intellectual and personal growth.

INSTITUTIONAL ASSESSMENT

The college has adopted an aggressive Comprehensive Assessment Planning and Assessment Process focusing on assessment and continuous improvement. Components of this process are the Enrollment Management Plan, Student Outcomes Plan, Technology Plan, and College Operations Plan.

All of the performance indicators are incorporated into these respective tactical plans. The tactical plans associated with each of the indicators are shown separately in each of the following sections.

Accessibility and Affordability

Since Chesapeake serves such a large area (almost 20% of the State's land mass), it has always had a proactive program of outreach to its five counties, and access and affordability are primary goals as expressed in its mission. The College actively promotes access by providing a wide variety of choices in course location (centers in Easton and Cambridge in addition to the main campus, and sites in high schools and community centers), scheduling options, and instructional delivery. Accountability indicators that pertain to access and affordability are summarized in the following chart. The indicators revolve around credit and noncredit enrollments, market share, and tuition and fees.

Category	Tactical Plan	Indicator #	Accountability Indicator
Accessibility and Affordability	Enrollment Management	1	Annual unduplicated headcount a. Total b. Credit students c. Noncredit students
		2	Market share of first-time, full-time freshmen
		3	Market share of part-time undergraduates
		4	Market share of recent, college-bound public high school graduates
	Technology	5	Enrollment in online courses a. Credit b. Noncredit
	College Operations	6	Tuition and fees as a percent of tuition and fees at MD public four-year institutions

Increased accessibility to coursework at Chesapeake is evident by growth in online courses. Collectively, enrollment in credit and noncredit online courses grew by 44% for 2006. Much of this growth is evidenced by increases in online credit course enrollments, which increased by 57% in 2006 and has generated an annual average growth rate of 47% since 2003. Last year, Chesapeake ranked third among Maryland's seven small community colleges in online credit enrollments and second in online noncredit enrollments.

Chesapeake's market share of first-time full time freshmen was up notably for 2006, increasing to a four-year high of 51%. Similarly, the market share of recent college bound students increased to 54%.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

As an open admissions institution, Chesapeake, like other community colleges, provides an open door for residents with diverse educational backgrounds and goals in an environment where they may engage in a high quality educational experience. Relative accountability indicators reflect student goal achievement, including graduation and transfer rates, and student satisfaction with the quality of the educational experience.

Category	Tactical Plan	Indicator #	Accountability Indicator
Quality and Effectiveness: Student Satisfaction, Progress and Achievement	Student Outcomes	7	Graduate satisfaction with educational goal achievement
	Enrollment Management	8	Non-returning student satisfaction with educational goal achievement
	Student Outcomes	9	Developmental completers
		10	Successful-persister rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort
		11	Graduation-transfer rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort
		12	Performance at transfer institutions: a. Percent with cumulative GPA after first year of 2.0 or above b. Mean GPA after first year
		13	Graduate satisfaction with preparation for transfer

The common theme of these indicators is that they are 'learner-centered' – focusing on outcomes that illustrate student satisfaction and fulfillment of goals. In order to assist its learners, Chesapeake provides a committed and caring faculty and many supportive services including a writing center, learning resource center, tutoring services and other student services to help students meet their goals.

This commitment is highlighted by the satisfaction of Chesapeake's graduates. In 2002 and 2005, graduate satisfaction with educational goal achievement was 97%.

The degree progress analysis revealed considerable growth trends in the rate of developmental completers. Developmental completers for the fall 2002 cohort grew by 5% to a rate of 37%.

For the 2001 Cohort, Chesapeake ranked third among small-sized community colleges for the successful/persister rate of college ready students and second in the successful/persister rate of developmental completers.

MHEC requested Chesapeake to elaborate on the 2002 graduate satisfaction with transfer preparation, which was 57%. Chesapeake set forth strategies to address this issue and success is evident by the transfer preparation satisfaction rate of 87% for 2005 graduates.

The SAIL (Student and Interactive learning) program, a first-year retention program introduced in 2004, has been instrumental in facilitating student success outcomes, pursuant to this indicator.

Diversity

Chesapeake has been successful in attracting minority students, faculty, and staff representative of its service area. Indicators reflective of this representation along with minority student achievement follow:

Category	Tactical Plan	Indicator #	Accountability Indicator
Diversity	Enrollment Management	14	Minority student enrollment compared to service area population a. Percent nonwhite enrollment b. Percent nonwhite service area population, 18 or older
	College Operations	15	Percent minorities of full-time faculty
		16	Percent minorities of full-time administrative and professional staff
	Student Outcomes	17	Successful-persister rate after four years a. African American b. Asian, Pacific Islander c. Hispanic
		18	Graduation-transfer rate after four years a. African American b. Asian, Pacific Islander c. Hispanic

The proportion of non-white students enrolled consistently exceeds the service area non-white population 18 years or older. Last year, Chesapeake had the second highest percentage of non-white enrollment among Maryland small community colleges.

Successful efforts to recruit minority faculty and staff, are evidenced in indicators 15 and 16. Full-time minority faculty employed at Chesapeake increased to 13% for fall 2006. Minorities as a percentage of full-time administrative and professional staff remained at 12%. Last year, Chesapeake ranked first among Maryland small community colleges in percentage of minority full-time faculty and full time administrative/professional staff.

Economic Growth, and Vitality, Workforce Development

Chesapeake promotes economic and community development initiatives, offers career-related programs and serves as a catalyst in shaping programs and services to benefit the region, its citizens, and employers. Indicators that pertain to this area include those that reflect employer satisfaction, student satisfaction with job preparation, workforce development, graduate employment, and licensure exam pass rates. The indicators follow:

Category	Tactical Plan	Indicator #	Accountability Indicator
Economic Growth and Vitality, Workforce Development	Student Outcomes	19	Occupational program Associate degrees and credit certificates awarded by program area: a. Business b. Data Processing b. Engineering Technology c. Health Services d. Natural Science e. Public Service
		20	Percent of career program graduates employed full-time in a related field
		21	Graduate satisfaction with job preparation
		22	Employer satisfaction with career program graduates
		23	Licensure/certification examination pass rates
		24	Enrollment in noncredit workforce development courses a. Unduplicated annual headcount b. Annual course enrollments
		25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure a. Unduplicated annual headcount b. Annual course enrollments
		26	Number of business organizations provided training and services under contract
		27	Enrollment in contract training courses a. Unduplicated annual headcount b. Annual course enrollments
		28	Employer satisfaction with contract training

Graduates of Chesapeake reported a high level of satisfaction with job preparation, increasing from 78% in 2002 to 87% in 2005. Another indicator of successful preparation is the pass rates of licensure and certification exams. Of the six exams, five were passed by more than 85% of the graduates in that field.

Chesapeake's annual course enrollments in Continuing Professional Education leading to government/ industry required certification increased notably by 7% reaching 3,804 in 2006.

Enrollments in Contract Training increased substantially in 2006. Annual course enrollments increased 59% to 9,595, while unduplicated annual headcount increased 25% to 5,659. Last year, Chesapeake ranked second when compared to Maryland's small community colleges for these measures. Both annual and unduplicated headcount enrollment figures reached four-year highs in 2006. Employer satisfaction with contract training was 100% in 2006 and has remained at least 95% since 2003.

Community Outreach and Impact

Chesapeake is committed to building a stronger "community of learners" by promoting outreach, initiating programs, partnering collaboratively, and delivering quality education in response to changing community needs.

Category	Tactical Plan	Indicator #	Accountability Indicator
Community Outreach and Impact	Student Outcomes	29	Enrollment in noncredit community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments
		30	Enrollment in noncredit basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments

Chesapeake is excelling in both measures for community outreach and impact.

Unduplicated annual headcount in noncredit community service and lifelong learning increased 45% to 3,465, while annual course enrollments increased 18% to 7,861. Last year, Chesapeake ranked first among small community colleges in annual course enrollments.

Similarly, annual course enrollments in noncredit basic skills and literacy courses grew by 23% to 490 and unduplicated annual headcount enrollment grew by 6% to 267. Both mark 4-year highs for Chesapeake and have sustained continued growth since 2004.

Effective Use of Public Funding

Chesapeake strives to use its collective resources efficiently and to meet its obligations to be fiscally responsible and accountable. The following are the community college indicators on 'effective use of public funding.'

Category	Tactical Plan	Indicator #	Accountability Indicator
Effective Use of Public Funding	College Operations	31	Percentage of expenditures on instruction
		32	Percentage of expenditures on instruction and selected academic support

Chesapeake's expenditures on instruction has remained stable at 48%. Last year, the College's percentage was the highest among small community colleges.

Expenditures on instruction and selected academic support increased to a four-year high of 57%. Last year, Chesapeake had the highest percentage among small community colleges for this indicator as well.

As previously mentioned, Chesapeake ensures accountability through a Comprehensive Planning and Assessment Program that focuses on all aspects of the College's operations including enrollment, student learning, facilities, finances, and technology.

COMMUNITY OUTREACH AND IMPACT

As stated in the *Chesapeake College Strategic Plan*, the College is committed to developing its role as a regional learning center and serving citizens and businesses through its educational offerings, partnership activities, community events, economic and workforce development initiatives, cultural programming, and community service.

Educational Offerings

Change has become a part of the fabric of our lives, and Chesapeake strives to recognize and meet changing community needs. For a variety of reasons, many prospective and current students are not able to enroll in traditional two-semester courses, and in response, the College has developed course formats and modes of delivery that better fit varied lifestyles and time constraints, examples of which follow:

Multiple Sites Across the Community
In addition to the main Wye Mills campus, and satellite sites in Easton and in Cambridge, courses are offered at high schools, community and senior centers, and other locations across the five counties.

Distance-Learning
Numerous easy-access delivery systems include the Internet, interactive video, telecourses, guided self-instruction and Maryland Online course offerings. .

Lifelong Learning
Through the Office of Continuing Education and Workforce Training, Chesapeake offers programs to Shore residents of all ages. For example, Chesapeake hosts a number of programs designed specifically for senior citizens (age 60 and over) including enrichment courses and programs on health issues.

Dual Enrollment
Dual Enrollment is a program that allows high school juniors and seniors 16 years of age and older who have a cumulative high school grade-point average of at least 2.5 to earn college credit while still in high school. Chesapeake's program, which offers a reduced tuition to participants, is available to high school students in Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties. The college credit earned by Dual Enrollment students can often be applied toward high school graduation requirements. In all cases, the credits earned at Chesapeake will be part of the student's permanent college record.

Community Partnerships

A wide variety of events and activities were conducted with the goal of strengthening partnerships with area schools, businesses, and the community. Examples of these events and programs include the following:

Initiatives aimed at promoting enrollment access that will not be restricted by geography or socio-economic circumstances:

➢ Chesapeake College and the Caroline County Social Services (CCDSS) administration developed a partnership and plan to promote higher education to CCDSS clients. Presentations were conducted in spring 2007 to educate all CCDSS supervisors with regards to credit and continuing course offerings and services. Clients are advised by CCDSS staff according to their individual educational and training needs.

➢ The College works with local school administrators and guidance staff to develop plans to meet the needs of Dual Enrollment program participants. Specific accomplishments include the development of a "Dual Enrollment Request Form" to track high school requests for dedicated course sections, the development of a timetable to plan Dual Enrollment course sequences a year in advance to assist in faculty assignments, and a plan to assess and evaluate the effectiveness of the Dual Enrollment Program Partnership Plan and initiate improvements as needed.

➢ The College works closely with the Workforce Investment Board to assist employees impacted by the Icelandic business closing in Cambridge, MD, which is scheduled for June 2007. Services include college information sessions, career planning assistance, academic skills assessment testing, academic advising, and college enrollment assistance.

Initiatives aimed at developing a plan to ensure the region will have full access to baccalaureate education through the College's transfer programs:

➢ Baccalaureate programs offered at the Eastern Shore Higher Education Center are promoted through Bachelor's Degree Open Houses with representatives from Salisbury University, UMES, and Chesapeake College.

➢ Recruitment plans targeting traditional-age students:

   o College Re-Exploration Days: Dual Enrolled seniors from fall 2005 and spring 2006 who did not attend Chesapeake in fall 2006 were sent post cards promoting spring 2007 enrollment.

   o Minority High School Senior Recruitment Drive: All minority seniors received postcards promoting the college's career and transfer programs as well as the Financial Aid Nights at area high schools.

   o College Preparedness Workshop for Queen Anne County High School and Kent Island High School Minority Seniors: Planned in partnership with the Queen Anne County Minority Taskforce.

   o College Planning & Preparation Sessions for High School Freshmen at North Dorchester High School: Freshman Seminar Course was offered to all NDHS 9th graders.

   o College Preview Days for Students at Kent County High School. Students were provided transportation to Chesapeake for college presentations, ASA testing, and career exploration discussions.

   o Open House for High School Students: Held annually for service area high school students.

   o College interest meetings and on-site testing and registration sessions: These sessions are conducted each fall and spring semester at the areas public and private high schools. Approximately 15-20 off campus sessions are held at area high schools each semester. Additional college interest meetings for culturally

diverse and first-generation college students are conducted by the Director of Multicultural Affairs.

- o Chesapeake College Interest Meeting for Queen Anne's County High School Minority and First-Generation, College-Bound Seniors: In partnership with UHURU, a meeting was held at Queen Anne County High School aimed at recruiting minority and first generation college bound seniors.
- o College & Career Exploration Session for Cambridge South Dorchester High School Sophomores: Chesapeake and CSDHS 10th grade guidance counselors developed a pilot project to promote career and college exploration as well as Chesapeake's Dual Enrollment Program to first generation college bound students.
- o Chesapeake College and Dual Enrollment Program Presentation for CSDHS 10th & 11th Graders and Parents: The College conducted a presentation at the PSAT Results Night for students and parents to promote higher education and Chesapeake's offerings.

Initiatives aimed at developing a plan to ensure students will reflect the full diversity within the College's service region:

- ➤ Activities planned to increase college awareness among Hispanic and Latino communities.
  - o Hispanic and Latino leaders in service region were invited to serve on the College's Multicultural Advisory Committee.
  - o College literature (flyers, brochures, etc.) was disseminated among church leaders and groups to assist in promoting college programs and services.
  - o College and career information presentations were conducted at community service organizations where client pools often include Hispanics and Latinos, such as Head Start agencies.
  - o The College developed a marketing plan to promote current students of Latino or Hispanic origin to the community.
- ➤ International Student Mixer: ESOL students, SGA, UHURU members as well as foreign born staff and faculty met to discuss cultural differences.
- ➤ Meetings with ESOL students were conducted to discuss the 2006-2007 academic year and pre-registration for the fall 2007 semester.

Economic, Workforce Development, and Community Service Initiatives

Chesapeake has strong partnerships that foster economic development, workforce training initiatives and community service:

- ➤ The College is a member of the Maryland Community College Association of Continuing Education and Training (MCCACET), which seeks to provide quality training to the business community throughout the State on a variety of topics and in a variety of formats.
- ➤ Chesapeake hosts the Upper Shore Workforce Investment Board, The Upper Shore Manufacturing & Business Council, the regional Small Business Development Center and the Child Care Resource and Referral Center on its Wye Mills campus. Each of these

organizations address the economic development and business needs of the region in partnership with the College.

➤ The College provides customized training for area employers, preparation for occupational certification, apprenticeship programs, contract courses for State and local governmental agencies, technology training and personal enrichment courses to the citizens of the Upper Shore.

➤ Chesapeake partners with the Upper Shore Departments of Social Service (DSS) to provide training and services to DSS clients including basic and life skills, occupational skills preparation and Social Worker CEUs/ professional development for staff.

➤ The Maryland Business Works Program supports existing Maryland businesses in the retention and growth of their workforce. Incentive grant funds awarded under the Workforce Investment Act encourage promotion, create additional job opportunities and improve worker retention by increasing the skill level of the existing workforce, and employer based training projects.

➤ The College provides opportunities for life-long learning for the general public and for special populations (such as senior citizens, youth, disabled and others). The Institute for Adult Learning, The Senior Center Program, the Kids on Campus and Home School program are among the College's initiatives.

➤ The Chesapeake Child Care Resource Center provides the following services that benefit business and their employees that are located on the Upper Shore:
  o Counseling services for parents seeking licensed child care through LOCATE child care
  o Operation of Project Right Steps, a model state project, that provides training and technical assistance for parents and child care providers that are dealing with children with "challenging behaviors" that are jeopardizing their ability to remain at their child care placement
  o Assistance to child care center management through the provision of certificate training to qualify their staff for lead classroom positions

➤ The Chesapeake College Library has been named a Cooperating Collection by the Foundation Center, the nation's leading authority on philanthropy, and provides workshops and grant resources to representatives of non-profit organizations throughout the five-county area
  :

Performing Arts and Cultural Programming

Through the Rufus M and Loraine Hall Todd Performing Arts Center (TPAC), Chesapeake continues to enrich the lives of the people of our five-county region with a rich array of both educational and entertainment programming. A few highlights from TPAC's 11th year include:

➤ Eastern Shore of Maryland's host for the Baltimore Symphony Orchestra (BSO) concert series. The annual program working in conjunction with the Mid-Shore Symphony Society provided the region with three concerts in the 2006-2007 season.

➤ During the past year over 25,000 individuals, attending more than 157 events, have visited the Todd Performing Arts Center for artistic, musical, theatre, educational events, concerts, and conferences.

➢ A feature of this past season as been the National Tour of the Musical *Urban Cowboy*, and a fantastic reenactment concert of Glenn Miller's Army Air Corp Band; all by professional artists.

➢ The Children's Theatre component of the Center continues to entertain children from all over the five-county region. The children's theatre program played to over 6,000 children in each of its 10 years. In FY 2006-2007, 6,482 children attended shows including *If You give A Mouse A Cookie*, the new Christmas season classic *Sleigh Ride Around the World*, *Aesop's Fables*, *My Heart in A Suitcase*, and *Ramona Quimby* to name a few.

➢ The visual art gallery showcased the College's Annual *Juried Art Show*. Additionally, large exhibits were presented by Kent Island Federation of Art (KIFA) and Tidewater Camera Club from Easton Maryland.

➢ *Chautauqua* will be presented by the Maryland Humanities Council in July 2007, with support from the National Endowment for the Humanities and the Maryland Division of Historical and Cultural Programs. This program continues to be a welcome event for the summer and it remains free to the public.

CHESAPEAKE COLLEGE
2007 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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	67%	69%	66%	66%
B.	Students with developmental education needs	83%	82%	87%	78%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	168	182	205	230
D.	Financial aid recipients				
	a. Percent receiving Pell grants	23%	25%	24%	23%
	b. Percent receiving any financial aid	37%	40%	38%	38%

		Spring 2004	Spring 2006	Spring 2008
E.	Credit students employed more than 20 hrs/ week	59%	68.0%	na

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	18%	18%	18%	17%
	b. Asian, Pacific Islander	1%	1%	2%	2%
	c. Hispanic	1%	1%	1%	1%
	d. Native American	0%	0%	0%	0%
	e. White	79%	79%	79%	80%
	f. Foreign	0%	0%	0%	0%
	g. Other	0%	0%	0%	0%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$15,236	$12,353	$21,435	jfi
	b. Median income three years after graduation	$35,922	$35,271	$37,148	jfi
	c. Percent increase	136%	186%	73%	jfi

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	12,389	12,058	11,256	11,536	12,500
	b. Credit students	3,238	3,446	3,508	3,385	4,000
	c. Non-credit students	9,545	9,065	8,208	8,491	8,800

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	49%	43%	48%	51%	51%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	77%	78%	77%	'75%	78%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	49%	57%	53%	54%	60%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	532	853	1,074	1,690	2,000
	b. Non-credit	306	293	358	369	500

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43%	43%	43%	45%	45%

CHESAPEAKE COLLEGE
2007 ACCOUNTABILITY REPORT

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7 Graduate satisfaction with educational goal achievement	96%	90%	97%	97%	98%

	Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8 Non-returning student satisfaction with educational goal achievement	68%	71%	71%	na	73%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9 Developmental completers after four years		32%	32%	37%	42%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10 Successful-persister rate after four years					
a. College-ready students		75%	83%	78%	85%
b. Developmental completers		85%	86%	76%	86%
c. Developmental non-completers		32%	36%	35%	35%
d. All students in cohort		61%	63%	61%	69%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11 Graduation-transfer rate after four years					
a. College-ready students		57%	60%	57%	65%
b. Developmental completers		45%	56%	46%	56%
c. Developmental non-completers		16%	22%	24%	30%
d. All students in cohort		36%	41%	40%	50%

	AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12 Performance at transfer institutions:					
a. Percent with cumulative GPA after first year of 2.0 or above	83%	86%	79%	75%	85%
b. Mean GPA after first year	2.76	2.88	2.66	2.58	2.75

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13 Graduate satisfaction with transfer preparation	78%	72%	57%	87%	82%

Diversity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14 Minority student enrollment compared to service area population					
a. Percent non-white enrollment	21%	21%	21%	20%	21%
b. Percent non-white service area population, 18 or older (not benchmarked)	18%	18%	18%	18%	

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15 Percent minorities of full-time faculty	10%	15%	11%	13%	15%

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16 Percent minorities of full-time administrative and professional staff	12%	11%	12%	12%	15%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17 Successful-persister rate after four years					
a. African American		<50	55%	36%	55%
b. Asian, Pacific Islander		<50	<50	<50	na
c. Hispanic		<50	<50	<50	na

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18 Graduation-transfer rate after four years					
a. African American		<50	34%	26%	40%
b. Asian, Pacific Islander		<50	<50	<50	na
c. Hispanic		<50	<50	<50	na

Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	12	7	16	7	25
	b. Data Processing	15	13	26	17	30
	c. Engineering Technology	11	3	1	1	5
	d. Health Services	56	79	61	83	85
	e. Natural Science	1	1	2	1	5
	f. Public Service	22	40	40	25	50

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	68%	84%	77%	73%	80%

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation.	90%	77%	78%	87%	85%

		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	100%	86%	100%	89%	95%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates					
	a. American Registry of Radiologic Tech	100%	100%	100%	100%	98%
	Number of Candidates	3	8	10	13	
	b. National Registry Exam (EMT-P)		58%		88%	95%
	Number of Candidates		14		8	
	c. NCLEX-RN	93%	95%	84%	96%	95%
	Number of Candidates	30	20	44	49	
	d. NCLEX-PN	100%	100%			90%
	Number of Candidates	11	4			
	e. Physical Therapist Assistant	100%	33%	33%	100%	90%
	Number of Candidates	1	3	3	5	
	f. State Protocol (EMT-CRT)	100%		100%	100%	80%
	Number of Candidates	9		11	8	
	g. State Protocol (EMT-P)		71%		100%	95%
	Number of Candidates		14		7	
	h. National Registry (EMT-I)	50%		36%	73%	80%
	Number of Candidates	12		11	11	

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount		6,094	5,778	5,080	6,500
	b. Annual course enrollments		9,300	8,449	7,494	9,500

			FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount		3,070	2,467	2,536	2,750
	b. Annual course enrollments		4,583	3,561	3,804	4,000

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	125	104	96	85	115

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	5,392	5,435	4,517	5,659	6,200
	b. Annual course enrollments	7,636	7,482	6,052	9,595	10,200

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	97%	95%	100%	100%	98%

Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount		3,112	2,386	3,485	3,800
	b. Annual course enrollments		7,570	6,688	7,861	8,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount		229	252	267	300
	b. Annual course enrollments		302	400	490	525

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	50%	49%	48%	48%	53%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	57%	57%	56%	57%	57%

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MISSION

The Community College of Baltimore County (CCBC) provides an accessible, affordable, and high-quality teaching and learning environment that prepares students for transfer and career success, strengthens workforce development, and enriches our community.

INSTITUTIONAL ASSESSMENT

Strategic Plan

During FY 2007, CCBC, with wide participation from faculty, staff, and its community, examined its mission, vision, and values, and developed a new strategic plan that focuses on Teaching and Learning Excellence, Organizational Excellence, and Community Engagement.

Each of these new strategic directions supports the goals in the Maryland Higher Education Commission's 2004 Maryland State Plan for Postsecondary Education. There is clear alignment with the MHEC's goals of Quality and Effectiveness; Access and Affordability; Diversity; a Student Centered Learning System; and Economic Growth and Vitality.

Purpose of Performance Accountability Plan

The purpose of this FY 2007 Performance Accountability Report is to provide examples of the activities and programs that will have future impacts on the MHEC Performance Indicators during the next five years. For this second year the indicators continue to provide baseline data for the new measures. The baseline trend data now provides information that can guide the development of targets for each performance area. In some performance areas the benchmarks identify improvements that will need to be made in the area being measured by the metric. In other cases the benchmarks are set to monitor the current high level of performance in the area.

Characteristics of CCBC Students

CCBC is an open door, public community college providing courses, programs, and services to its region. The College has three main campuses (formerly Catonsville Community College, Dundalk Community College, and Essex Community College), major extension centers in Hunt Valley and Owings Mills, and teaching sites in community centers and local schools.

Many of CCBC's students are taking college level courses on a full time basis, but an even larger group of students are taking college level courses on a part time basis (64 percent of the students taking credit courses are part time). However, most of CCBC's students are not taking credit courses or working toward a degree. They are adults taking continuing education courses in work

force development, basic skills, professional development training, community education, or they are enrolled in contract training courses designed for local businesses.

Our students represent the diverse communities of the Baltimore region. Thirty seven percent of the students taking credit courses are from minority groups. Fourteen percent of the students taking credit courses are from the traditional college freshman and sophomore age group of less than 20 years old, but the majority of our credit students are from 21 to 29 years old and range in age to over 95 years old. Ninety five percent of the continuing education students are 21 or older with the largest age groups being the 40 to 49 year olds and those 60 and older.

Among the students taking credit courses, many have entered the college needing to complete developmental courses in English, math, or reading before they can enroll in college level courses. Approximately 2,000 students a year take courses in English as a Second Language.

These students come from many different stages in their life. Some are starting out on their journey of lifelong learning and are just starting careers. Others are changing jobs, pursuing new interests, acquiring new skills, or continuing a lifelong interest in a subject. Many have the resources to pursue those interests wherever they might choose and choose CCBC because of its quality, convenience, and sense of community. Many others need the incredible value of their community college to be able to afford these opportunities. Among the latter are those whose families sacrifice to help them pay for their courses and those who must work full time while taking courses (Indicator E—61 percent of credit students are working more than 20 hours a week while taking courses). The number of those needing financial support from Pell Grants and local scholarship donors has increased each year and in 2006 almost 40 percent of students taking credit courses received financial aid - Indicator D).

Accessibility and Affordability

Indicators in this area examine enrollment trends, market share of various student categories, trends in tuition levels, and trends in enrollment in online courses.

CCBC's enrollment in credit programs has remained steady in the 28,000 range for the last four fiscal years (Indicator 1). This enrollment has been steady despite economic and demographic changes and increased competition for students from Baltimore County. Strategic actions to ensure continued accessibility to CCBC have included implementation of a new organizational structure for enrollment management and student services, a continuous examination and modification of policies and practices that may be barriers to student enrollment and retention, and changes in marketing, recruitment and service strategies. The college, with the help of Baltimore County and state capital funds, continues to take steps to expand its extension centers in the rapidly growing Owings Mills and Hunt Valley areas of the county.

Continuing Education (CEED) enrollment has ranged between 39,000 and 41,000 over the last four years with a benchmark of 40,000 (Indicator 1). CEED is impacted by a number of external issues and this enrollment is expected to vary between 35,000 to 45,000 students per year over

the next 5 years. Issues that impact enrollment in continuing education courses include the decline in new training requirements for information technology professionals, the war on international terrorism, the closure of General Motors' local manufacturing plant, and changes in state budget aid and state policy toward the funding of certain types of Continuing Education courses.

CCBC has also identified a significant trend in course taking patterns of its credit and continuing education programs that is impacting its enrollment and costs of operations: many students are seeking shorter, more intense courses at times and locations that fit their work and family schedules. Students are opting for 15 hour courses rather than 45 hour courses. This has resulted in higher cost for setting up more courses to sustain FTE enrollment. The College, already with the largest Credit and Continuing Education enrollment among Maryland Community Colleges, has needed to work harder, recruit more students, and offer more classes to sustain FTE enrollment.

Initiatives to address total credit and continuing education enrollment during the next 5 years include increased coordination of continuing education courses and services with credit programs. These initiatives will facilitate transitions of students from one type of course to another type of course e.g. CEED to Credit courses) and facilitate coordination to avoid duplication of courses and services. The CCBC Hunt Valley expansion in FY2006 provided much needed additional classrooms for both credit and continuing education courses in a growing area of the county. The construction of a new facility in Owings Mills, while still several years from being completed, will provide additional classroom space to meet the demand for courses and services in that growing area of Baltimore County.

During the next decade, Baltimore County's population is projected to increase slowly and the county population will continue to age. In order to respond to demographic changes, CCBC has targeted responses to four key demographic trends: (1) development of sites closer to the growth centers of the County including Owings Mills, Hunt Valley and also the Route 1 and Northeastern corridors of the county that are likely to be impacted by BRAC; (2) increasing the participation rate of minority populations including the immigrant population; (3) increasing the participation rates of public and private high school students who might not have previously gone to college; and (4) creating course schedules and online courses that accommodate our adult students' busy lifestyles. (Indicator 5).

Recently there has been an increasingly fierce competition among higher education institutions for Baltimore County residents. The expansions of Towson University and The University of Baltimore and of several private colleges are especially noteworthy changes as the competition for first time, full time students from Baltimore County continues to intensify. CCBC's share of this important category of students declined from 46% in fall 2003 to 37% in fall 2006 (Indicator 2).

Over the past five years, CCBC's market share of Baltimore County's part time undergraduates has also fallen from 70% to 66% as competitors have added more courses and programs for part time students and dramatically increased their marketing to these students (Indicator 3).

CCBC's market share of recent high school graduates taking credit courses in Maryland has ranged from 49.5% to 52.6%. The rate of 49.5% in Academic Year 05-06 is a cause for concern (Indicator 4). New marketing, outreach efforts to offer dual enrollment to high school students, and efforts to strengthen the Tech Prep connections between the high schools and the College have been successful in attracting student groups that have had low college participation rates in the past. But these efforts have been less successful in keeping recent high school graduates who might previously have enrolled at CCBC but who are now able to get dorm rooms and freshman status at nearby four year campuses. (Indicators 2, 3, 4)

The Board of Trustees is committed to keeping CCBC affordable and accessible for Baltimore County residents. For many years the Board has had a policy that annual tuition and fees charged to in-county residents should not exceed 50% of the tuition and fees at the four-year public colleges in Maryland. The rates of 44% for FY 2004, 45% for FY 2005, and 43% in FY2006 remain well on the positive side of this benchmark. (Indicator 6)

Student Satisfaction, Progress and Achievement

Most of the Indicators in this area were new last year, and CCBC had some difficulties collecting information that had not been previously gathered for the 2000 and 2001 Cohorts. Systems had not been built to store and retrieve this data in 2000 and 2001. The Indicators in this area are now better understood and more consistent with that being collected at other community colleges in Maryland and CCBC has now been able to retrospectively gather appropriate data for the 2000 and 2001 Cohort.

The trend in the rate of developmental completers (Indicator 9) is now more consistent from 2000 to 2001 and shows an expected increase in the most recent fall 2002 cohort. This is consistent with our own internal evaluations of CCBC's Title III initiatives to strengthen the developmental education courses and services at the three campuses.

The tracking system for the Successful-Persister Rate (Indicator 10) has also now been more completely implemented and each of the student categories that are being tracked in this system are now showing more consistent behavior from cohort to cohort with small positive changes in the Success Rates for the "College Ready" category and for "All Students" in the fall 2002 cohort. The students who started as needing developmental courses and who then completed developmental course work continue to outperform the College Ready Students on this Indicator. And the small negative changes in the Success Rate for students who started with developmental needs and did not complete those courses are an indication that such students are now having more difficulty "avoiding" these requirements and still being able to persist at CCBC.

With the more complete implementation of the Degree Progress Tracking System, the Successful Persister Rate for Minority students (Indicator 17) has also become more aligned with CCBC's other tracking information and shows that Africa-American students (and especially African-American male students) are trailing other groups on this particular indicator of success. The

College's effort to "Close the Gap", although it had some success at increasing course success rates for African-American students has not yet impacted this particular Indicator.

The trends in Graduation-Transfer Rates (Indicator 11 and 17) are also now more consistent after the further implementation of the Degree Progress Tracking System and the availability of additional data to track each of the three cohorts for four years. The trends now indicate small but steady positive changes for each of the four categories of students that are included in the Performance Accountability Reports. "College Ready" students, who enter CCBC without any developmental course requirements and who attempt at least 18 credit hours, are now graduating or transferring within four years at a rate of 55 percent. Students who started CCBC with developmental course requirements and who finished these requirements are graduating or transferring at the same rate as College Ready Students. This group has also made small positive gains from the 2000 Cohort to the 2002 Cohort. The Graduation Transfer Rates for All Students in the 2002 Cohort went from 42 to 46 percent.

While it is difficult to attribute causality from college initiatives to changes in these indicators, CCBC, over this period, introduced a number of services and programs designed to engage learners as full partners in the learning process, assist learners to participate in collaborative learning activities, and strengthen the role of faculty. It has also designed and implemented new data systems that permit closer tracking of students who enter with developmental educational requirements. In the future these new data systems will also facilitate tracking of those students who progress through the college but who may not fit into the traditional outcome categories of earning a degree or transferring to a Maryland four year campus.

CCBC's Developmental Education Program has recently been a finalist in the MetLife Annual Award for Outstanding Community College Program, and the CCBC program is now one of the few community college developmental programs that are accredited by National Association of Developmental Education (NADE). Changes in freshman advising, course revisions, and retention efforts in developmental courses, have begun to influence CCBC's Successful-Persister and Graduation-Transfer rates. Our new capability to track particular categories of students has also been cited in recent professional literature as a best practice in providing feedback on how students succeed and where support needs to be directed.

Satisfaction of graduates with educational goal achievement (Indicator 7) has remained over 90 percent for the last decade. In the latest survey of fiscal year 2005 Graduates, conducted in spring 2006, 95 percent of the respondents expressed satisfaction with the help they had received from CCBC in achieving their educational goals.

In the last survey of "non-returning students" (Indicator 8), conducted in fall 2005, a smaller percent of former students who did not return after being enrolled in spring 2005 at CCBC expressed satisfaction with the help they had received from CCBC concerning their education goal attainment. Although the number of respondents to this survey has been quite small and these respondents may not be representative of all non-returning students, there were comments from this survey that may signal that more students are experiencing difficulty with work

schedules, financial support for attending college, and with not being accepted into the selective enrollment programs at CCBC.

In recent years, the percent of students who express satisfaction with preparation for transfer has ranged between 72 to 80 percent. While few have expressed dissatisfaction with transfer preparation it has been of some concern that 15 to 20 percent have reported that they are neutral regarding their evaluation of that preparation and have not been willing to commit that they were satisfied with that preparation (Indicator 13). CCBC has identified several issues that surround student satisfaction with transfer preparation. Using the surveys of graduates and interviews with former students we have found that some of these "neutral" graduates report that they were unable to transfer credit due to lack of a comparable course at the transfer campus. Additionally, some students report that information from the transfer college had changed when they tried to transfer. CCBC has used this type of information to examine both classroom outcomes and the advising support services that impact transfer students, as well as in discussions with those responsible for transfer at the four year campuses. Better tracking of student transfers is now providing insights in how to build better partnerships with campuses receiving CCBC students.

In addition to a closer look at CCBC's preparation of student transfers, the College has also been working with its transfer partner colleges to ease barriers that exist in the transfer process at the transfer college. We have found that these sometimes include complaints about tuition changes at the four-year campuses in Maryland and the maze of rules that face students who are trying to transfer.

In addition to the Indicators regarding Quality and Effectiveness that are provided in this Performance Accountability Report, CCBC has a strong learning outcomes assessment process at the course level. A course evaluation system is used to provide student evaluations of effectiveness to the faculty and department chairs, and a comprehensive program review system that provides trend data on enrollments, student and graduate characteristics, and course enrollment trends at the program level.

The College's Continuing Education and Employment Division (CEED) has also become more active in outcomes assessment activities and now collects and uses the results of certification exams, instructor evaluations by students, and business satisfaction surveys to evaluate the quality of its courses. Some of the CEED courses, designed for contracts with particular organizations and agencies, have measurable learning outcomes built-in deliverables in the contract.

Diversity

CCBC is proud of its ability to attract students of color, students of all ages, international students, and students from all of the communities that make up the Baltimore area. Minority students have been the fastest growing segment enrolling in the College's credit courses and now comprise 40 percent of the students enrolled in credit programs. In comparison, minorities made up 29 percent of all adults in the 2005 Census Estimates for Baltimore County (Indicator 14).

Having a diverse full-time faculty (currently 14.5% from minority groups) is a goal that the College has taken seriously but has been difficult to achieve (Indicator 15). One factor impacting CCBC's ability to increase this metric has been its ability to retain minority faculty. CCBC has been successful in attracting minority faculty; however, once these faculty members have successful teaching experience at CCBC, other institutions have been eager to recruit them. CCBC has been only partially successful in countering that competition as changing financial support threatens to weaken its benefit packages, competitive salaries, and opportunities for merit pay.

The percent of minorities in the professional non-faculty category that includes Administrators and Other Professional positions has been in the 28 to 29 percent range during the last few years (Indicator 16).

A critical issue in increasing the achievement and retention rates for students from minority groups has been the Success Gap that exists as students enter the College. The initiatives the College has undertaken as part of its effort to close that gap project are addressed in the Minority Achievement Report submitted to MHEC June 1, 2005. From the 2000 to the 2002 cohorts the success rates for both African-American and for white students have increased and there has been some narrowing of the gap on these measures between white and African-American students. The Transfer-Graduation rate for All Students in the fall 2000 Cohort, tracked for 4 years to fall 2004 was 42% while that for the more recent 2002 cohort tracked to 2006 was 46 percent. The Transfer-Graduation rate for African-Americans in the 2000 cohort was 32 percent and had increased to 37 percent for the most recent cohort that started in fall 2002.

Support of Regional Economic and Workforce Development

The number of degrees and certificates awarded in career programs has remained relatively stable from FY2003 to FY2006 but there have been dramatic increases in the number of graduates in the Health Professions (Indicator 19).

In our surveys of graduates conducted one year after graduation, CCBC graduates continue to report that they are employed full time in a field related to their degree (Indicator 20) and most express high levels of satisfaction with job preparation (Indicator 21). In surveys of their employers, a large majority of these employers have reported satisfaction with the preparation of the CCBC graduates who are working for them.

In addition to the triannual surveys of all graduates that are conducted one year after graduation, there are also regular surveys of the graduates from specialized programs like nursing, occupational therapy assistant, respiratory therapy, and radiography. Information about the employment status and the graduates' evaluation of their programs are obtained in these surveys and are major criteria in the accreditation of these programs.

Licensure pass rates for CCBC career programs are regularly monitored by each program and by the specialized accrediting bodies for these programs. For most of these exams, over 90 percent of the graduates pass on their first attempt. When fewer than 80 percent pass on their first attempt the CCBC program coordinator and dean follow up to ensure that the program's outcomes become better aligned with certification standards. In Indicator 23 the pass rate trends for 12 programs are provided. Most of these programs have success rates that indicate that 90 percent or more of the CCBC graduates are passing on their first attempts. Several of the programs experience some volatility in their pass rates because of the small numbers of graduates who take the licensure exam in a particular year, and several that experienced low pass rates last year now have pass rates above 90 percent.

Most of the remaining indicators in this section are concerned with continuing education training contracts, the number of Continuing Education courses and course participants, and company satisfaction with contract training that is provided by the Continuing Education Division. CCBC has consistently been among the national community college leaders in the number of students in workforce development courses and in contract training for business.

Enrollments in courses designed specifically for workforce development (Indicator 24), and in professional development courses leading to licensure (Indicator 25) have been high and relatively stable over the four year trend period. The ratio of unduplicated headcount of students to course registrations (and the ratio of these to FTE) in these areas indicates that CCBC is successfully recruiting students, and that more of these students are taking multiple courses, but that these courses are generating fewer FTE as the demand for shorter, more intense courses continues to grow.

The number of business organizations provided training and services under contract have been in the 200 to 250 range over the period (Indicator 26). Responses to surveys of organizations that contract with CCBC for employee training have provided important monitoring information showing that this training is meeting their needs. For the past several years over 92 percent of these contracts have resulted in evaluations that rated CCBC training as satisfactory or very satisfactory. These surveys are designed so that they also provide valuable information regarding additional training opportunities that CCBC can provide to these organizations.

The number of training courses delivered under contract to particular organizations has varied over the last ten years and we expect this variation to continue as the local economy adjusts to more or less emphasis on workforce training. Several large CCBC contracts for training were carried to their successful conclusion and companies like Allison Transmission, Comcast, and General Motors have cut back on their funding for training.

As large companies and agencies have pulled back from contracts to train their workers in courses that CCBC designed exclusively for their workers, there has been some movement of these employees to open-enrolled courses at CCBC. In general however, employer sponsorship of training in this region is expected to be stable over the next four years. The number of enrollments in contract and open-enrollment workforce development training courses has ranged from 45,315 to 49,103 during the period (Indicator 27).

CCBC expects that the number of courses and enrollment in courses restricted to the employees of the contract company and developed for particular companies will rise when employers and funding agencies in this area once again begin to invest in training. One exception to the decline in employer sponsored contract training has been the continued emphasis on Workforce Literacy courses and courses that teach English as a Second Language to employees.

COMMUNITY OUTREACH AND IMPACT

In addition to being a major educational force in the region, CCBC is a major partner in efforts to develop the economic base of the Baltimore Region and is proud of its role in the cultural life of the region.

Enrollment in community service courses and lifelong learning courses has fluctuated during this period as changes in state aid for certain CCBC program areas has changed. Indicator 29 reflects these changes in state policy toward funding of courses targeted for senior citizens. In addition, the college, after accepting responsibility for community and adult education which had previously been managed by the public schools, has needed to consolidate those offerings and to consolidate the sites that are available for those courses. Previously these courses were taught by the public school system and were located in almost every high school and elementary school in the county.

Enrollment in adult basic skills and literacy courses continues to grow (Indicator 30). Courses in CCBC's Center for Adult and Family Literacy include courses in reading skills, GED preparation, and workplace literacy. To meet the continuing demand for language training by the growing immigrant communities in the region, CCBC teaches both credit and non-credit courses in English as a Second language (ESOL) in these community education courses and expects enrollment in these courses to continue to grow.

Community Education, in addition to basic education and literacy, also include courses in arts, boating and water safety, career development, consumer awareness, history, languages, health and safety, parenting, professional childcare, as well as some open enrolled business and technical skills courses. These courses are held on evenings and weekends, and can be found in neighborhood locations such as libraries and at schools throughout the region. The College's highly successful summer programs feature camps devoted to Spanish, visual arts, performing arts, space exploration, and sports. CCBC continues to offer more than 1,000 different courses targeted to seniors and the annual enrollments in these courses have exceeded 12,000 for a number of years.

Environmental Scanning and Strategic Planning

Much of CCBC's success at anticipating the needs for new courses, programs, and services for the region has been facilitated by its Environmental Scanning Reporting System. These reports are updated periodically and examine important trends in the economy, labor force, social values,

competition, education, technology, demographics, and politics, and then identify the implications of these trends for CCBC. The process of developing these reports includes literature reviews, tracking internal and external trends, and data analyses that are then shared with a wide variety of CCBC, business, community, and state leaders for their insights. The process of producing and sharing these scans has been very useful in identifying strategic opportunities for the college.

Public School Partnerships

During the last year CCBC strengthened its partnership with Baltimore County Public Schools (BCPS). Programs for the continuing education for BCPS teachers were provided to enhance instructional skills in mathematics and science. Summer workshops for local teachers were held on the CCBC campuses.

CCBC now offers an Associate of Arts program in Teacher Education that provides for transfer of this degree to teacher education programs at private and public colleges in Maryland. CCBC also provides an alternative pathway for provisional teachers to gain certification.

Additional collaborations with BCPS include a strong career and technology partnership that connects career programs (Tech Prep) and a Summer Science Institute for Elementary School Teachers.

The College Readiness Program and the Upward Bound Program at CCBC provide opportunities for high school students to become better prepared for college, and to become familiar with the programs, faculty, students and expectations of college.

Enrollment in the College's Parallel Enrollment Program (PEP) has grown steadily and this program, which allows qualified high school students to enroll in CCBC courses while they are completing high school graduation requirements. The PEP program is expected to continue to grow in enrollment and to expand in each high school in the region.

Economic Development

CCBC's works closely with the business community in the region to help companies and public agencies identify cost effective means of providing quality training. As Baltimore County has lost a number of its large manufacturing companies, the College has needed to find increased opportunities in smaller and mid-sized companies. It has developed courses for health care organizations and other fast growing human service companies that are becoming dominant in the area and that are demanding increasingly skilled workers at all levels of care and business operations.

The Baltimore Business Journal regularly names CCBC among the largest workforce training organization in a wide variety of skill areas. In the area of Information Technology, CCBC trains students in computer programming and repair, Web design, computer networking, and multimedia development. In the last few years CCBC has added training opportunities for skills

needed to support Gaming software development and the Gaming software firms that are growing in the Hunt Valley area.

CCBC continued to expand its credit and continuing education offerings to meet the demand for health care training in the region. Courses in dental assisting, pharmacy technology, and medical assisting have been added, and the program to train practical nurses has expanded. These programs continued their close association with The Johns Hopkins Hospital, Franklin Square Hospital, UMB, and others in the health industry in the Baltimore area and have worked with professional boards to ensure superior accreditation status.

The College's partnerships with apprenticeship organizations – including labor unions, regional housing authorities, and trade associations are often cited as national models and draw visitors from training agencies in other countries. These partnerships enroll students in carpentry, electricity, heating, machining operations, engineering, plumbing, steam fitting, and police cadet training.

During this past year CCBC continued to implement its $3 million National Science Foundation grant to strengthen the local manufacturing community. The grant is being used to develop a Maryland Center for Manufacturing Educational Excellence. Its aim is to increase the number of qualified manufacturing technicians and develop educational programs to build a world-class workforce in manufacturing. The program focuses on four areas: development of flexible educational programs; assessment of workplace skills; recruitment to manufacturing careers; and web-based access to information and services regarding manufacturing education.

State and Local Government

CCBC provided training to public servants working in local, state, and federal agencies. The College provided open enrollment courses that helped government workers increase their skills and to acquire and maintain licensure and certification in a wide array of areas. The College also assisted public service agencies with customized training in the workplace for law enforcement, corrections, probation and parole, prosecution, and court agencies. CCBC faculty members developed and provided courses for clients such as the Baltimore County Police Department, the Maryland Transportation Authority Police, and the Maryland Correctional Training Commission.

Other Community Outreach

In addition to offering its own courses, the college's facilities were valuable resources for cultural, athletic, and community events. The Catonsville, Dundalk and Essex campuses sponsored theatrical productions, art exhibitions, musical performances, guest speakers, and high school athletic competitions. High School graduation ceremonies, community lacrosse and soccer competitions, and statewide academic competitions were regular occurrences on each campus during the year.

Effective Use of Public Funding

CCBC's Board of Trustees has committed the College to operating as a single college, multi-campus organization that works effectively to best utilize its human and financial resources. The College's new Strategic Plan has identified a number of objectives for reaching this vision of a single college, to effectively engage with our communities, and to provide an organization that excels in supporting teaching and learnin.

The College's plan and budgets focus its resources on increasing student learning and have consistently committed 48 to 51 percent of its unrestricted funds to instruction (Indicator 31). This 50 percent range has been consistent with the College's goal of focusing its resources on teaching and learning, upgrading its classrooms and the technology that support learning, and controlling expenditures that are less central to its teaching and learning mission. CCBC has also been able to maintain its emphasis on instruction and academic support by committing 60 percent of its unrestricted funds to instruction and academic support during FY2006 (Indicator 32). This commitment has occurred despite the increasing costs of maintaining its facilities and of utilities, and the need for increases in expenditures for health insurance.

Reallocation of Existing Resources to Support Other Programs

FY 2005 and 2006 saw the continued implementation of major structural reorganizations as CCBC moved toward a single college model. The model of having a single president, campus administrators instead of campus presidents, and six college wide academic deans rather than academic deans for each program at each campus became a reality in FY2007. The college eliminated Cabinet level positions, and established a single college wide vice president for student services and enrollment management and a single vice president for finance and administrative services.

Results from this reorganization into a single college organizational structure have already included improved coordination of class schedules and departmental activities among the three campuses. Specific examples of program resource shifts resulting from this reorganization have been increases in general education and science courses at Dundalk; the initiation of college-wide department chairs; the implementation of a Practical Nursing certificate program at Dundalk; the expansion of several campus based programs so that courses and services in these programs can be taken at all campuses; and further consolidation of units like the Planning and Research Office into a single office serving multiple campuses and sites.

These changes permitted the College to better utilize its human resources to cover the needs at all campuses. Catonsville and Essex faculty now have teaching responsibilities on the Dundalk campus (and vice versa), and students at Dundalk now have access to services, faculty and expertise from throughout the college.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	64.9%	64.5%	64.1%	64.8%
B.	Students with developmental education needs	61.3%	62.0%	66.6%	68.0%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,718	1,573	1,840	1,910
D.	Financial aid recipients				
	a. Percent receiving Pell grants	22%	24%	25%	25%
	b. Percent receiving any financial aid	39%	35%	38%	38%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		59.7	61.8	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	28%	30%	30%	31%
	b. Asian, Pacific Islander	3%	3%	4%	4%
	c. Hispanic	2%	2%	2%	2%
	d. Native American	0%	0%	0%	0%
	e. White	60%	60%	59%	57%
	f. Foreign	2%	2%	2%	2%
	g. Other	2%	2%	3%	3%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	19,543	21,485	20,874	
	b. Median income three years after graduation	44,418	47,078	47,132	
	c. Percent increase	127%	119%	126%	

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	67,062	65,535	67,946	66,142	66,500
	b. Credit students	28,566	28,427	28,295	27,978	28,000
	c. Non-credit students	40,442	38,957	41,475	39,739	40,000

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	46.2%	44.2%	39.4%	37.1%	40.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	70.8%	67.9%	67.1%	66.2%	70.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	49.6%	52.6%	51.9%	49.5%	52.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	4,614	6,718	8,203	9,079	
	b. Non-credit	234	409	450	659	1,500

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43.9%	45.4%	43.4%	43.1%	50.0%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	96.0%	94.0%	97.0%	95.0%	

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark Spring 2009
8	Non-returning student satisfaction with educational goal achievement	70%	71%	59%		73%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		40%	38%	47%	40%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persister rate after four years					
	a. College-ready students		76.9%	76.4%	78.0%	74%
	b. Developmental completers		83.4%	85.7%	83.7%	77%
	c. Developmental non-completers		47.8%	49.4%	45.9%	42%
	d. All students in cohort		70.8%	71.3%	71.7%	65%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		50.6%	51.6%	54.6%	55%
	b. Developmental completers		49.8%	51.0%	53.3%	48%
	c. Developmental non-completers		22.3%	22.7%	24.2%	26%
	d. All students in cohort		41.7%	42.3%	46.1%	43%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	78%	81%	74%	80%	78%
	b. Mean GPA after first year	2.62	2.56	2.57		2.60

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	78%	72%	81%	72%	

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	37%	38%	39%	40%	40%
	b. Percent non-white service area population, 18 or older (not benchmarked)	27%	28%	29%		

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	14.5%	14.0%	14.7%	14.5%	14.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	29.0%	28.5%	28.4%	27.8%	28.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persister rate after four years					
	a. African American		62.8%	62.1%	62.3%	65%
	b. Asian, Pacific Islander		78.8%	77.9%	80.5%	65%
	c. Hispanic		53.8%	79.2%	73.2%	65%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		32.1%	32.3%	37.1%	43%
	b. Asian, Pacific Islander		51.1%	48.5%	61.5%	43%
	c. Hispanic		30.8%	49.1%	57.7%	43%

Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	159	162	176	160	194
	b. Data Processing	157	116	94	87	103
	c. Engineering Technology	101	154	99	96	109
	d. Health Services	294	346	410	426	451
	e. Natural Science	20	28	35	20	39
	f. Public Service	180	226	208	173	229
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	84%	84%	90%	85%	
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation	72%	83%	88%	82%	
		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	94%	96%	92%	84%	

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates					
	a. Nursing (RN)	94%	90%	85%	92%	85%
	Number of Candidates	142	172	184	218	
	b. Nursing - Practical	NA	NA	85%	87%	85%
	Number of Candidates	-	-	13	15	
	c. Mortuary Science	100%	91%	78%	85%	85%
	Number of Candidates	8	22	27	13	
	d. Occupational Therapy	71%	100%	100%	100%	100%
	Number of Candidates	7	5	8	8	
	e. Radiological Technology (Radiography)	100%	100%	92%	100%	100%
	Number of Candidates	4	10	12	11	
	f. Radiation Therapy Technician	NA	46%	52%	80%	75%
	Number of Candidates	-	24	21	20	
	g. Veterinary Technology	78%	55%	42%	100%	92%
	Number of Candidates	9	11	24	12	
	h. Emergency Medical Tech - EMT-Basic	100%	100%	100%	99%	97%
	Number of Candidates	30	67	40	81	
	i. Emergency Medical Tech - EMT -Paramedic	73%	88%	57%	78%	96%
	Number of Candidates	11	17	7	18	
	j. Physician Assistant	85%	90%	68%	91%	90%
	Number of Candidates	33	29	31	35	
	k. Massage Therapy	88%	96%	100%	94%	85%
	Number of Candidates	17	27	7	17	
	l. Respiratory Care Therapist	56%	89%	83%	79%	80%
	Number of Candidates	9	9	18	↤ 14	

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce-development courses					
	a. Unduplicated annual headcount	15,371	16,680	19,320	20,160	21,000
	b. Annual course enrollments	24,312	26,831	33,038	31,389	28,000

			FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount	1,770	3,079	3,598	3,541	3,800
	b. Annual course enrollments	4,314	4,616	5,781	7,063	7,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	217	201	249	224	120

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	15,232	15,061	17,284	16,380	16,000
	b. Annual course enrollments	45,315	45,336	49,103	45,810	45,000

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	99%	92%	99%	98%	95%

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
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Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	9,538	8,531	6,418	7,197	8,000
	b. Annual course enrollments	19,451	16,750	14,958	13,747	14,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	1,839	2,284	2,725	3,109	3,500
	b. Annual course enrollments	2,663	3,924	5,831	6,469	7,000

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	50%	49%	48%	51%	50%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	60%	58%	58%	60%	60%

FREDERICK COMMUNITY COLLEGE

MISSION

FCC, as a learning college, prepares individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered, community-focused college.

FCC offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region.

Vision Statement

FCC is a premier student-centered learning college where students, faculty, and staff work together for student success.

INSTITUTIONAL ASSESSMENT

As part of the newly published 2007-2010 Strategic Plan, Learning Goal 4 (i.e., Ensure the College systems and practices support learning) was specifically established to ensure that all methods that enhance learning and support continuous improvement are utilized. One of the principle objectives of this goal is that "Institutional improvement is facilitated by strategic use of assessment data."

Community College Survey of Student Engagement

To promote institutional improvement and student learning, FCC participated in the Community College Survey of Student Engagement (CCSSE) in the spring of 2006. CCSSE provides data regarding educational practices that promote student engagement, learning, and persistence toward academic goals. The survey also provides data about students' college experiences so that colleges can assess how well they are engaging students. Specifically, the survey provides average scores on five benchmark areas that reflect areas of learning. The survey also provides comparison data with the 2006 CCSSE national cohort, a group of 16 Maryland community colleges called the Maryland consortium, and FCC's 2004 data.

The Outcomes Assessment, Planning and Research department developed a plan to share and present CCSSE results with faculty. These data were shared with faculty and administrators in a series of presentations throughout the spring of 2007. Each presentation was conducted by two faculty members and focused on a specific aspect of student learning and engagement called a storyline (i.e., academic challenge, active and collaborative learning, student and faculty interaction, student effort, support for learners, and cultural inclusion). Presentations and discussion were documented and made available on the FCC intranet.

The *Active and Collaborative Learning* presentation showed that most engagement with other FCC students and faculty occurs within the classroom and was not significantly different from the CCSSE national cohort and Maryland consortium average scores (49, 50, and 50.2, respectively). Discussion focused on how to improve active learning and make students feel more comfortable and confident to actively participate in class.

The *Academic Challenge* presentation included data reflecting the nature and amount of assigned academic work, the complexity of cognitive tasks, and faculty standards used to evaluate student performance. The FCC overall performance on this benchmark was above the CCSSE national cohort and Maryland consortium average scores (51.5, 50, and 51.4, respectively). Suggestions focused on the need to encourage dialogue among faculty to define academic challenge, and a need to establish the actual amount of writing required by FCC by sampling courses.

The *Student-Faculty Interaction* presentation included data about the frequency and types of interaction between students and faculty. FCC overall performance score was above the CCSSE national cohort average score and slightly below the Maryland consortium average scores (52.4, 50, and 52.6, respectively). Resulting suggestions included promoting events to increase interaction (e.g., lunches, field trips), providing written guidelines for faculty to promote these events, providing online office hours, and when possible including campus events into coursework.

The *Student Effort* presentation discussed results showing the extent to which students apply themselves toward their academic goals and engage in activities important to their success. The FCC average score on this benchmark was not significantly different from the CCSSE national cohort and Maryland consortium average scores (45.6, 50, and 51.5, respectively). Suggestions included improving methods of informing students about tutorial services, possibly requiring students to use the Writing Center (i.e., to address poor student writing), possibly requiring young first year students to take a study skills course, and providing a more effective way of offering help services.

The *Support for Learners* presentation included data about students' perception of support services and their frequency of use of such services. The FCC average score on this benchmark was not significantly different from the CCSSE national cohort and Maryland consortium average scores (47.8, 50, and 50, respectively). Discussion and feedback included increasing efforts with first semester students (i.e., more campus activities, social activities, improve orientation), offering online resources for students to interact, conduct focus groups among males (i.e., to address low scores among males), and possibly making advising mandatory.

In addition to the benchmark presentations, FCC presented an overview of CCSSE data, including items relevant to instruction, at the spring 2007 Adjunct/New Faculty Dinner and Orientation. Also, CCSSE data revealing students' perception of their instruction and learning in General Education areas were shared with the General Education Committee. These presentations resulted in interaction among the research department, administration, and faculty to review CCSSE assessment data and discuss suggestions to improve the institution and student learning.

Response to Commission's Questions

In response to the Commission's specific questions, FCC is providing an explanation for the following:

● *Percent Minorities of Full-Time Faculty*
FCC is committed to increasing the diversity of its faculty and staff and has taken steps to ensure more consistency and efficiency in its hiring processes. As of fall, 2006, the percent of full-time minority faculty declined from 11% to 6%. However, FCC has hired four new faculty of color who will begin teaching in fall 2007 and are not reflected in this data. Please see more explanation under Diversity section.

● *Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*
The number of awards in data processing at FCC has decreased over the past two years from 29 in FY2004 to 14 in FY2006. According to the Maryland Department of Labor, Licensing and Regulations, this downward trend appears to be reflective of the IT industry as a whole. Their most recent report states that employment in the data processing and related services industry has decreased by 24% from 2002 to 2005. Furthermore, the enrollment in Data Processing declined from 133 in fall 2002 to 107 in fall 2006.

● *Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology*
FCC has discontinued three of the four programs in Engineering Technology. The remaining program, Construction Management, is doing very well on enrollments and, with the Federal grant providing tuition assistance, we expect to see many more students and completers in this program.

● *Occupational Program Associated Degrees and Credit Certificates Awarded – Natural Science*
Culinary Arts is currently the only Natural Science program offered at FCC. The popularity of this program is steadily increasing as the popularity of Food TV increases. FY2006 awards in the Natural Sciences were 7 compared with 3 in FY2005.

A. Accessibility and Affordability

FY 2006 Unduplicated credit enrollment revealed an increase of 2% over FY 2005 enrollment from 6,719 to 6,872. The enrollment of students of color has increased 9% between fall 2005 and fall 2006 and 51% since 2001. In fall 2006, 62% of credit students were women and 62% of the student population attended part time. The average student age remained at 27; however, 46% of the students were traditional age (18-21).

Moreover, Unduplicated non-credit enrollment increased by 4% in FY 2006 (12,296) from FY 2005 (11,783) representing an enrollment growth of 62% since FY 2002 (7,603).

Overall, the annual Unduplicated credit and non-credit headcount has increased by 4% between FY 2005 (17,823) and FY2006 (18,478).

Enrollment in credit online courses has increased 60% between FY 2005 (2,022) and FY 2006 (3,236). However, enrollment in non-credit online courses has declined 8% from 168 in FY 2005 to 155 in FY 2006. A telephone survey of online students who withdrew from their online courses was conducted in spring 2007. The survey showed that the course delivery mode was not the reason for the students' withdrawal. The results demonstrated that students' work schedule and family circumstances were the two most important reasons for taking an online course, and at the same time, students withdrew mainly for personal reasons. Seventy-seven percent of the students reported a heavy work schedule as somewhat or very important for their withdrawal. In addition, 62% reported that the combination of study and work as somewhat or very important reason for withdrawal. Seventy-three percent of the students will likely to register in an online course again.

B.   Quality and Effectiveness: Student Satisfaction, Progress And Achievement

In each of the past four years, about 51% of new students were placed in developmental courses. FCC offers developmental courses in English, Reading, and Math to address the needs of under-prepared students. The College has established procedures to identify under-prepared students through appropriate placement tests and offers necessary developmental courses to further improve the knowledge of students. Fifty-nine percent of students who were placed in developmental courses completed their requirements within the first four-years after matriculation. This is 2% higher (57%) than the 2001 cohort.

To assess the progress and achievement of students, the Maryland Community College Research Group developed two indicator rates: Successful-Persistor and Graduation-Transfer. The rates are calculated on a threshold of completion of 18-credit hours (including developmental courses) within four years of matriculation. In this calculation students are categorized into three groups:
1. College-Ready Students: Students who did not need any developmental course/s.
2. Developmental Completers: Students who were placed in one or more developmental courses and completed all of them within four years.
3. Developmental Non-Completers: Students who were placed in one or more developmental courses and did not complete the assigned courses within four years.

The figures for indicators 10 and 11 are based on this methodology. For FCC's 2002 cohort, the successful-persistence rate was slightly higher for our college-ready students (79%) than for our developmental completers (75%). Thirty-one percent of the 2002 developmental non-completers cohort successfully completed their college education or persisted after four years. Although the number of developmental non-completers is small (fall 2000=56 or 10%, fall 2001=49 or 8%, fall 2002=85 or 12%), we do find that students delay or have difficulty completing their developmental math requirements. Examining the records of our

developmental completers and non-completers has led us to take steps to insure that students who are not college ready (i.e., need developmental work) become college ready as soon as possible. That work includes increased collaboration with our public high school partner (Frederick County Public Schools), increased use and monitoring of course prerequisites, intensified developmental sequences (e.g., the compression of the previous three-semester mathematics sequence to a maximum two-semester sequence), and intensified communication with incoming students and their parents about what it means to be college ready and the importance of successfully completing developmental education early. FCC's 2002 cohort also showed that successful and persisting rates were higher among female students (75%) than male students (66%) and all students combined (71%). Male students had slightly higher graduation-transfer rates than female students and all students combined (57%, 56%, and 56%, respectively).

Through FCC's mentoring and team building initiatives specifically geared for minority males, the College is trying to address the lower success rate for male students. Multicultural Student Services has built a strong relationship with the graduate chapter Alpha Lambda Lambda Chapter of Omega Psi Phi Fraternity in Frederick County. The men in the fraternity provide career workshops, leadership training, mentoring and team building activities at FCC for male students on the basketball team and in the Multicultural Student Services program. These services took place on a monthly basis and students were encouraged to check in with their mentors weekly. The success of this program has lead the Multicultural Student Service program to develop an I nstitute, which will improve the academic success and build leadership skills in men of color.

The graduation-transfer rate based on the above methodology revealed that 57% of the fall 2001 cohort and 56% of the fall 2002 cohort graduated, transferred, or graduated from FCC and then transferred to more than 96 different institutions of higher education nationally. The most popular transfer institutions were Towson University, followed by the University of Maryland College Park (UMCP), and Hood College.

The Graduate Follow-Up Survey, which is conducted every other year, has been one component of a systematic statewide evaluation program since 1979. The primary purpose of the study is to help colleges to evaluate the extent of their assistance to the students in achieving their educational and employment goals. The 2005 statewide Graduate Follow-Up Survey revealed that 94% of FCC students were satisfied with their transfer preparation versus 80% of students surveyed in 2002. In addition, 95% of those graduates reported that they were satisfied with the achievement of their educational goal.

The College has implemented three initiatives that serve all students including developmental non-completers. The first is the use of an educational planner. This is a tool used by advisors to plan out multiple semesters of a student's college schedule. In this way, we can put on paper a plan for students to complete their developmental courses. The second is increased focus to Developmental Education requirements in our First Year Advising session. We have developed a tool "Recommended First Semester Courses", for use by advisors when working with incoming students. In it, prominence is given to developmental courses and

advisors are directed to address developmental requirements within the students' schedule. Finally, we implemented in spring 2007 on a pilot basis, an Early Alert System where faculty can send a referral to a counselor for any student who is struggling in their courses. The advisor can then intervene with the student. We included all of the developmental English courses in the pilot implemented in the spring. This System will continue and expand to other courses in the fall.

C.   Diversity

Frederick Community College is committed to increasing the diversity of its student body, faculty and staff. The College strives for an inclusive environment that prepares all students to meet the future challenges of a diverse global society through quality, accessible, innovative and lifelong learning.

The racial/ethnic makeup of the student body is more diverse than that of Frederick County (15%). In fall 2006, students of color (minority students) comprise 21% of the student body, a 9% increase from fall 2005. Of this number, 9% are African American, 5% are Hispanic, 4% are Asian, 0.6% are Native American, and 3% list themselves as "Other."

The largest growth in the student of color population is fueled by a 118% increase in the Hispanic population in the last five years and a 77% increase in the Asian student population since 2001. The African American population has shown a steady increase of 20% over the last five years, though not nearly as dramatic an increase as Hispanic and Asian student populations. FCC international students come from 68 different countries.

Two rates were developed to assess progress and achievement of students of color: Successful-Persisting and Graduation-Transfer (see explanation for calculation on page 4). The Accountability Guideline by MHEC suggests reporting success of each ethnic/racial group that has enrollment of at least 50 students. In the fall 2002 cohort, there were 51 African American, 14 Asian, and 20 Hispanic students: therefore success rates were reported only for the African American student group. The successful and persisting rate of African American students for the fall 2002 cohort was 57% compared to 71% of all students combined. The graduation-transfer rate after four years for African American students was 49% compared to 56% of all students combined. Further examination showed there was little difference between successful and persisting rates of African American males (58%) and females (56%), and graduation-transfer rates of African American males (50%) and African American females (48%).

The College remains as committed to increasing the diversity of its faculty and staff as it has its students. Six percent of administrative positions and 6% of faculty positions are occupied by persons of color. Not included in these numbers are four of the eight new hires who are faculty of color and will join the College in the coming months.

FCC has taken steps in the last year to standardize the search committee process by creating a booklet of Search Committee Orientation Employee Recruitment and Selection Guidelines. A

new orientation process for search committees has been instituted. FCC's President or one of the Vice Presidents addresses each committee reiterating the College's gratitude for their serving on the committee and the institution's commitment to hiring a more diverse faculty and staff. In addition, the Director of Diversity and the Recruitment Manager both address the committee on issues of unconscious bias, specifics of the process, and legal and illegal pre-employment inquiries. Each and every person on a search committee must attend the search orientation prior to beginning to review applications. The College continues to strive for more consistency and efficiency in its processes, as well as more effectiveness in its outcomes. Results of the last eight searches (4 minority hires) give the College reason to believe that its revised processes are bearing fruit.

D.   Economic Growth and Vitality, Workforce Development

The College's Mission includes provision for learning opportunities based on student goals, needs for lifelong learning, and participation in society to enhance the quality of life and economic vitality of our region.

Twenty-eight percent of credit enrollment in fall 2006 was in career programs which lead to an A.A.S. degree, certificate, or letter of recognition and are geared to producing workforce-ready graduates. For the past four years, the largest number of graduates in career programs is from the health sciences followed by public service programs. Graduates in three health science programs take licensure/certification exams. The FY 2006 pass rate for Respiratory Therapy was 73%; Registered Nursing was 95%; and Practical Nursing was 100%. Of the 15 students taking the licensure exam for Respiratory Therapy, four students did not pass. These four students have been advised to take a different review course to improve their chances of success in their re-exams.

Non-credit courses and programs also support the College's Mission to promote lifelong learning by offering a variety of learning experiences, including career training, professional development, personal enrichment for adults, personal and academic enrichment for children, and specialized courses for senior citizens. The highest unduplicated enrollment in Customized Contract Training courses grew by 105% from FY 2003 to FY 2006 (2,601 vs. 5,329). Continuing Professional Education leading to government or industry-required certification grew by 127% (830 vs. 1884) from FY 2003 to FY 2006. Customized Contract Training at FCC is the major provider of on-site workforce training in Frederick County. The number of businesses participating in Customized Contract Training was 95 in FY 2006. This number decreased from the prior year due to a reduction in staff of 1.5 persons. In FY 2006, 91% of employers who had a training contract were satisfied with the training provided to their employees. The annual unduplicated enrollment in noncredit workforce development courses increased by 44% for the same period (FY2003 to FY2006). In addition, there was a 25% increase in unduplicated enrollment in noncredit community service and lifelong learning courses (2,448 vs. 3,067). Unduplicated, non-credit basic skills and literacy courses have increased by one percent from 219 to 222 for the same period.

Each credit career program has an advisory board that provides input into establishing program goals that are relevant to the discipline. The program advisory committees composed of industry leaders from the local community provide relevant information on jobs, skills requirements, course requirements, offerings, etc. The assistance from these advisory boards in giving direction to the career program and FCC's dedicated faculty has impacted career graduate satisfaction with job preparation. Eighty-three percent of the career program graduates were satisfied with their job preparation according to the latest Graduate Follow-Up survey conducted. Moreover, eighty-six percent of the career program graduates reported they were employed full-time in jobs related or somewhat related to their academic major. In addition, 80% of the employers of the career program graduates rated the overall job preparation of career program graduates as very good or good.

COMMUNITY OUTREACH AND IMPACT

As FCC's mission states, "we are a student-centered, community-focused college". The College recognizes the importance of community outreach and offers educational opportunities to Frederick County and Maryland residents enhancing the quality of life and economic vitality of the region. We conduct periodic environmental scans to identify external and internal trends that affect the community. The environmental scans enable the College to assess a need; thus determining a new program's potential. Assessments include appropriateness of the program to the service area, lack of duplication within the region, and the potential for employment upon completion of the program. A task force of relevant community leaders is then gathered to focus on specific required skills and potential courses.

Through this process, FCC identified critical needs in the Building Trades, and applied for a Department of Labor grant to expand the College's capabilities to fill this need. The College received a $1.9M grant to develop a degree and certificate program in HVAC, Welding, Electrical, Carpentry, Plumbing, and Masonry. This grant will be used to provide free tuition to in-county and out-of-county students enrolled in the Building Trade programs. Many organizations sponsored this grant including the Frederick County Workforce Services office and Frederick County Public Schools.

Consistent with our Learning College vision, FCC faculty and staff continue to infuse an inclusive perspective and the importance of community outreach into all of our programs and services. The Student Life Office involves students and its employees in dialogs and community service, directly supporting the College's community-focused mission. Approximately 300 students spent more than 6,724 hours providing service learning to the community as part of their course curriculum. Examples include participation in such community services as healthcare, tutoring, elderly/senior citizens, human services, mental health, poverty prevention and assistance, mentoring youth and much more. In addition, Student Life sponsors monthly on-campus events focused on living in a multi-cultural society, such as learning luncheons, service projects, and living history lectures.

The Office of Diversity and Global Initiatives provides leadership in the development and maintenance of pro-active, campus-wide diversity initiatives and practices that 1) enhance the College community's appreciation for the many dimensions of diversity, 2) promote faculty,

staff and student achievement of cultural competence, and 3)support the College's commitment to equal access and opportunity for all. This work is supported and enhanced by a joint committee of community supporters and campus employees. Community members represent the Negro Business and Professional Women's Club, Kappa Alpha Psi and Omega Psi Phi fraternities, NAACP, and Eliminating the Achievement Gap, Inc from the African American community, Latino representatives from the United Latinos of Frederick County, and South Asians from the Indian Association of Frederick County. The Office of Diversity works with each of these communities and others to support their activities publicize their events to the College community, and partner with them on joint activities. Last year in collaboration with Buena Gente Magazine and the Maryland Hispanic Business Foundation, the College held its second annual Latino Festival which drew over 1,500 College and community members to campus and raised $10,000 for scholarships. Working closely with Frederick County Public Schools English Language Learning Office, Hood College, Families Plus, Centro Hispano, and Life & Discovery Centers, The College co-sponsored in early June the third annual Latino Conference on Higher Education.

FCC's Office of Adult Services maintains a formal partnership with the Frederick County Commission for Women (renewed in March 2006). This partnership established a Women's Center to provide a centralized location with information, resources and referrals for the College and community. The Women's Center and the Commission are co-producing a Community Resource Directory that will be available on-line and in hard copy. The Women's Center sponsors special events during Women's History Month each March.

The Anne-Lynn Gross Breast Cancer Resource Center is located within the Women's Center. Begun by a local breast cancer survivor, the Center provides educational workshops and special events to promote awareness about breast cancer. A variety of print and online resources are available at the Center. In addition to these services, a breast cancer support group in partnership with the Frederick Regional Cancer Therapy Center meets the second Thursday of each month. Each October, the Breast Cancer Resource Center staffs outreach and information booths at the Pink Ribbon Project sponsored by Frederick Memorial Healthcare System and at the Frederick County Commission for Women Golf Open. Both events raise funds for breast cancer research.

The Office of Adult Services also maintains formal partnerships with two programs at the Housing Authority of the City of Frederick, Project ALIVE and Hope VI. Adult Services provides educational case management and financial assistance to residents of public housing who are attending FCC to increase their marketable skills. In May, Adult Services in partnership with Project ALIVE and the FCC Continuing Education Division applied for and received a grant from the Women's Giving Circle, a local non-profit. The grant will be used to begin an allied health academy for residents of public housing who need training for careers in allied health.

Frederick Community College and the Frederick County Public Schools celebrated the ninth year of the Collaboration Council. Founded in 1998, the council was established to encourage, foster, and facilitate activities mutually beneficial to the two organizations and

their students, faculty, and staff, as well as the community at large. One of the hallmarks of the Council is its annual grant program that provides $10,000 to support collaborative projects between the systems, most of which are faculty to faculty projects. Projects funded in 2006-7 included a "Math Acceleration for English Language Learners, a joint project between the College's tutoring Office and the FCPS ESL Program; "TV Production for the 21st Century," a collaboration between FCC's Television Production staff and Middletown High School staff and students; and "Building Bridges," a multicultural awareness program for Carroll Manor elementary school students. Funding for the grant program will more than double next year. In addition, many other collaborative initiatives have evolved from Council discussions including the annual Collaboration Tea that brings together the department chairs from each FCPS academic discipline from each high school with the academic chairs from the College and the Transition Fair, a collaboration between FCC, FCPS, and the Department of Rehabilitation Services (DORS) that provides information of postsecondary and workforce options for juniors and seniors with disabilities in the public schools.

FREDERICK COMMUNITY COLLEGE
2007 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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	62.2%	63.0%	61.5%	61.5%
B.	Students with developmental education needs	51.1%	49.2%	50.1%	51.0%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	281	264	256	395
D.	Financial aid recipients				
	a. Percent receiving Pell grants	9.7%	8.7%	8.9%	8.4%
	b. Percent receiving any financial aid	17.8%	16.8%	19.1%	19.2%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		62%	72%	59%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	7.1%	7.6%	8.6%	7.6%
	b. Asian, Pacific Islander	1.7%	2.2%	2.2%	2.2%
	c. Hispanic	2.0%	2.9%	3.1%	3.8%
	d. Native American	0.5%	0.5%	0.6%	0.6%
	e. White	83.2%	82.9%	80.8%	79.0%
	f. Foreign	2%	2%	3%	5%
	g. Other	3.1%	2.0%	2.2%	2.3%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$15,167	$15,115	$16,276	$15,599
	b. Median income three years after graduation	$39,460	$42,678	$42,740	$40,338
	c. Percent increase	160%	182%	163%	159%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	14,949	16,833	17,823	18,478	22,900
	b. Credit students	6,726	6,859	6,719	6,872	7,400
	c. Non-credit students	8,816	11,263	11,783	12,296	16,500

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	54%	57%	53%	48%	54%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	74%	74%	74%	73%	74%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	63%	63%	60%	64%	61%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	969	1414	2022	3236	4300
	b. Non-credit	203	189	168	155	204

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	46%	43%	42%	43%	48%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7 Graduate satisfaction with educational goal achievement	95%	96%	95%	95%	95%

	Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8 Non-returning student satisfaction with educational goal achievement	63%	70%	82%	82%	75%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9 Developmental completers after four years		58%	57%	59%	57%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10 Successful-persistor rate after four years					
a. College-ready students		73%	83%	79%	78%
b. Developmental completers		82%	75%	75%	78%
c. Developmental non-completers		32%	35%	31%	35%
d. All students in cohort		75%	75%	71%	75%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11 Graduation-transfer rate after four years					
a. College-ready students		65%	70%	73%	68%
b. Developmental completers		63%	52%	54%	58%
c. Developmental non-completers		27%	33%	26%	30%
d. All students in cohort		63%	57%	56%	60%

	AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12 Performance at transfer institutions:					
a. Percent with cumulative GPA after first year of 2.0 or above	86%	81%	81%	82%	83%
b. Mean GPA after first year	2.89	2.68	2.68	2.68	2.79

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13 Graduate satisfaction with transfer preparation	79%	88%	80%	94%	85%

Diversity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14 Minority student enrollment compared to service area population					
a. Percent non-white enrollment	16%	17%	19%	21%	20%
b. Percent non-white service area population, 18 or older (not benchmarked)	13%	14%	15%	17%	

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15 Percent minorities of full-time faculty	7%	6%	6%	10%	11%

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16 Percent minorities of full-time administrative and professional staff	12%	11%	10%	6%	11%

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17 Successful-persistor rate after four years					
a. African American		63%	-	57%	-
b. Asian, Pacific Islander		-	-	-	-
c. Hispanic		-	-	-	-

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18 Graduation-transfer rate after four years					
a. African American		54%	-	49%	-
b. Asian, Pacific Islander		-	-	-	-
c. Hispanic		-	-	-	-

FREDERICK COMMUNITY COLLEGE
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Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	30	34	22	44	30
	b. Data Processing	36	29	19	14	30
	c. Engineering Technology	21	8	7	7	10
	d. Health Services	90	126	102	127	130
	e. Natural Science	4	0	3	7	10
	f. Public Service	40	22	66	66	70

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	75%	91%	83%	86%	89%

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation.	86%	83%	100%	83%	90%

		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	100%	100%	100%	80%	100%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates					
	a. Registered Nursing	98%	97%	96%	95%	92%
	Number of Candidates	54	67	57	88	
	b. Practical Nursing	100%	100%	100%	100%	92%
	Number of Candidates	16	30	13	11	
	c. Respiratory Therapy	92%	92%	90%	73%	92%
	Number of Candidates	6	13	10	15	

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	6,465	8,909	9,340	9,327	11,920
	b. Annual course enrollments	8,668	11,504	12,543	13,869	16,008

			FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount		830	850	1,557	1,884	1,987
	b. Annual course enrollments		887	919	2,211	3,775	2,822

Note: rows for item 25 carry six data columns (blank, FY2004, FY2005, FY2006, Benchmark FY2010).

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	91	99	117	95	150

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,601	4,694	5,293	5,329	6,755
	b. Annual course enrollments	3,132	5,616	7,022	8,352	8,962

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	98%	99%	99%	91%	98%

Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,448	2,480	2,591	3,067	3,152
	b. Annual course enrollments	3,541	3,572	3,824	4,661	4,652

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	219	219	157	222	173
	b. Annual course enrollments	269	273	206	298	227

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	51%	50%	52%	50%	53%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	57%	57%	58%	57%	58%

GARRETT COLLEGE

MISSION

The mission of Garrett College is to provide quality higher education, lifelong learning, and access to the universe of information so that individuals, businesses, and the community can achieve personal, entrepreneurial, and collective success.

INSTITUTIONAL ASSESSMENT

Garrett College supports a comprehensive and diversified range of career, technical, and transfer programs despite its small size. A consequence is a 10:1 student to faculty ratio. In addition, Garrett County is rurally isolated, sparsely populated, and lies outside the orbit of the State's commercial center. Although the County has suffered chronic high unemployment, it is now experiencing historically high employment rates albeit below the statewide average. Even though this change augurs well, out-migration of all population cohorts other than senior citizens continues. High school class sizes are at historic lows. The combination of out-migration, higher employment rates, and small classes of graduating high school seniors has contributed to a trend of declining enrollments, although this trend dramatically reversed for FY2007, with the College experiencing record high enrollment. This reversal was largely attributable to the initiation of the Commissioners Scholarship Program (CSP), which covers tuition and fees at Garrett College for all graduating Garrett County high school students. It is too soon to tell what impact the CSP will have on future enrollment.

These and other issues are addressed in Garrett's 2008-2010 Strategic Plan, which will be updated annually. The Plan is the result of an extensive environmental analysis, participation of the entire college community, priority setting at all levels, and collective determination of the direction Garrett is to follow as it responds to new challenges and opportunities over the next three years. The College will monitor and regularly assess performance outcomes of actions taken to achieve its four strategic goals:

- Provide quality higher education programs and quality services to businesses and the community.
- Attract, retain, and motivate well-qualified personnel in order to provide high quality programs and services through regionally competitive salaries, benefits, and quality of work life.
- Foster a more student-centered campus.
- Maintain, improve, and expand facilities to meet the current and anticipated needs of the College and its service area.

These four strategic goals encompass the goals for postsecondary education outlined in the *2004 Maryland State Plan for Postsecondary Education.*

Student Characteristics
More than one-third of Garrett's credit students attend part-time, and more than half of the new students required developmental coursework in English, reading, and/or mathematics. Over one-third of Garrett's students receive Pell grants, and over half receive some form of financial aid.

In addition, nearly half of Garrett's credit students are employed more than 20 hours per week. The College's student body is predominantly White as reflected by its service area. Despite this fact, Garrett has managed to attract minorities well above its service area population. Garrett has experienced very high percentage increases in wage growth due to the fact that Garrett's students are more likely to be full-time versus part-time and are therefore employed fewer hours and make less money before they graduate. The opposite pattern is true for most of the other Maryland community colleges.

Accessibility and Affordability
From 1999 through 2002, Garrett College experienced credit enrollment fluctuations, and it failed to meet its benchmark enrollment. From FY99-01, unduplicated credit headcount enrollment increased modestly before declining sharply in FY02, FY03, and FY04. In fact, unduplicated credit enrollment declined by 14.6% from FY01-FY04. These enrollment figures are attributable to three factors cited above: out-migration, increasing employment, and declining numbers of high school students. The College developed three signature programs to expand its marketplace, and it has instituted marketing strategies to bolster enrollment. It substantially improved the appearance and navigability of its web page, and it has instituted a new inquiry response and tracking system. In FY 2005 and FY 2006, Garrett's period of enrollment decline finally ended with an unduplicated enrollment increase of 9.2% and 11.1% respectively over FY 2004. In Fall 2006, nearly three-fourths of the College's service area residents attending higher education in Maryland enrolled at Garrett as first-time, full-time freshmen. In addition, Garrett enrolled more than three-fourths of the market share as part-time undergraduates.

The College continues to collaborate with the local school system in keeping with the *2004 Maryland State Plan for Postsecondary Education* to foster a "student-centered learning system" and to "promote student success at all levels." The College's market share of recent, college-bound high school graduates decreased somewhat over the four-year window. Although Garrett attracted a respectable 62% market share of recent, college-bound high school graduates, it is attracting 62% of a lower number. The market share of recent, college-bound high school graduates for AY06-07 is expected to increase due to the creation of the Commissioners Scholarship Program, which provides tuition-free education at Garrett College for all students graduating from Garrett County high schools in 2006.

Garrett's Division of Continuing Education and Workforce Development provides a wide variety of noncredit instruction. Noncredit unduplicated enrollments have risen continuously for several years and exceeded the benchmark set in the previous accountability cycle. In fiscal year 2006, noncredit unduplicated enrollment rose to 3,821, an increase of 20.7% over the current four-year window. During Garrett's period of declining credit enrollments, noncredit enrollments helped the College offset tuition losses. In fact, over the past six years (FY 2001-FY 2006), noncredit unduplicated enrollments have increased by 73%. The total annual unduplicated enrollment for combined credit and noncredit students rose 21.2% over the four-year window. The *State Plan* recommends increased use of distance education, especially online learning. Garrett's enrollment in both credit and noncredit online courses has experienced significant increases. Online credit enrollment grew by 112.8% and noncredit by 247% from FY03-FY06.

Due to the effect of the economic downturn on State funding in recent years, tuition revenue has assumed greater importance. This revenue stream can be increased in two ways: raising the tuition rate or increasing enrollment. Garrett College had been slightly above the statewide median for in-county tuition, although its median household income remains among the lowest in the State. Consequently, Garrett College has only imposed modest tuition and fee increases to offset reductions in State funding. This strategy has worked. As of fall 2006, the community college systemwide average tuition rate is $88 per credit hour while Garrett's tuition rate is $78 per credit hour, making Garrett's tuition rate tied for the third lowest in the State. The community college systemwide average for combined tuition and mandatory fees is $105 per credit hour compared to $99 for Garrett, which is the sixth lowest in the State. To retain its competitiveness, the College will continue to suppress tuition and fee increases, putting added pressure on local government to support the College during difficult financial times. To date the Board of Garrett County Commissioners has been constant in its support. In addition, Garrett's tuition and fees as a percent of tuition and fees at Maryland public four-year institutions declined from 46.7% in FY 04 to 43.2% in FY 07. Because the rate of tuition rise in the four-year institutions is outpacing Garrett's rate of rise, the College is becoming a more affordable alternative for transfer students. Through such efforts, Garrett College is working to achieve the *2004 Maryland State Plan for Postsecondary Education* goal to "achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders."

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement
The seven indicators in this section provide evidence that Garrett is contributing toward "quality and effectiveness" as described in the *2004 Maryland State Plan for Postsecondary Education*. Garrett's vision is to be a vibrant learning center of first choice for local residents. The College believes it can best overcome barriers to obtaining a higher education by respecting and caring for students as individuals, by defining their strengths and needs, by starting them at a point appropriate to their skill level, by providing them with supportive programs and services, and by motivating and encouraging them to achieve standards of personal and academic excellence.

Students give Garrett College very high marks on key factors pertaining to academic achievement. The survey of 2005 alumni showed that 96% were satisfied with their educational goal achievement. A survey was conducted of students who previously enrolled in spring 2005 but failed to re-enroll in the following semester (Fall 2005). This survey showed that non-returning student satisfaction with educational goal achievement was 92.6%. After achieving a 91% level of graduate satisfaction with the quality of transfer preparation in the previous survey, Garrett's graduate satisfaction decreased to 69% with the 2005 alumni survey. To address this issue the College recently created a full-time position of Coordinator of Student Services, whose primary responsibilities will be transfer and advising.

Based on available data comparing the performance of community college transfer students, Garrett College frequently outperforms all other Maryland community colleges. Its transfer students normally hold very high cumulative averages after one year at the receiving institution. In fact, data for AY03 indicate that Garrett's transfer students tied with one other community college for the highest grade point average of 2.96 (Indicator 12b). Most recently, this category of students earned a mean GPA of 2.79, the third highest GPA among Maryland community colleges. In AY05 82.96% of Garrett College students who transferred to a Maryland public

four-year institution earned a cumulative GPA of 2.0 and above. In AY06 this number decreased somewhat to 80%, which is slightly below the median for all Maryland Community Colleges.

Of the students in the entering fall 2002 cohort with at least one area of developmental need (Indicator 9), nearly half had completed all recommended developmental course work after four years. Indicator 10 concerns the successful-persister rate after four years for college-ready students, developmental completers, developmental non-completers, and all students in the cohort. A successful-persister is defined as a student in the cohort who has graduated, transferred, completed 30 credits with a cumulative GPA of 2.0 or above, or was still enrolled four years after entry. Garrett's successful-persister rates for the Fall 2002 cohort increased over the Fall 2001 cohort in all four categories of students. Three-fourths of all students in the Fall 2002 cohort were successful-persisters as compared to 92.6% of the college-ready students. Over three-fourths (77.6%) of the developmental completers were successful-persisters. The successful-persister rate of developmental non-completers was, as expected, lower than that of developmental completers but increased significantly from 26.9% for the Fall 2001 cohort to over 50% for the Fall 2002 cohort.

Indicator 11 is the graduation-transfer rate after four years for college-ready students, developmental completers, developmental non-completers, and all students in the cohort. Graduation-transfer rates are the percent that had graduated and/or transferred by the end of the four-year study period. Garrett's graduation-transfer rate for the Fall 2002 cohort increased over the Fall 2001 cohort in all of the above categories of students. About two-thirds (65.8%) of the Fall 2002 cohort graduated and/or transferred. Over three-fourths (79.6%) of the college-ready students in the Fall 2002 cohort either graduated or transferred, and nearly three-fourths (72.4%) of the developmental completers. Less than half (39.5%) of the Fall 2002 cohort who did not complete their development coursework graduated and/or transferred.

Diversity
Goal 3 of the 2004 Maryland State Plan for Postsecondary Education is to "ensure equal educational opportunity for Maryland's diverse citizenry." The College believes in the importance of making its education and employment accessible to minorities and also in exposing its students to a multi-cultural learning experience. Since Garrett County's population is 98.8% white, the College must look to other geographic areas to recruit minority students, faculty, and staff, and it must be creative in providing a multi-cultural learning experience. The College adopted a co-curricular program requiring students to attend not less than eight co-curricular events. The co-curricular program is designed to expose students to multi-cultural experiences as part of their Garrett education.

Garrett College is proud that its percentages of minority student enrollment and minority representation among its full-time faculty and administrative staff have exceeded the representation of minorities within the service area's population. In fact, minority student enrollment reached a record high of 9.5% in Fall 2004 and stands at 7.1% for Fall 2006, significantly above Garrett County's 1.7% minority population who are 18 or older. The relatively high percent of minority faculty (5.89%) is the result of Garrett College having one minority full-time faculty member among its full-time faculty of seventeen. With such a small number of full-time faculty, any fluctuation will cause the percentage of minority representation

to swing significantly. Garrett's loss of its one minority faculty member would reduce its minority representation to 0.0%; a gain of one would increase its percent of representation to 11.8%, well over the new benchmark of 8% and significantly above the 1.7% minority population who are 18 years or older. Given the realities of small numbers of faculty, low turnover, almost no minority representation in the service region, Garrett's location, and the College's low wage scale, the chances of recruiting additional minority faculty represents a challenge. On the other hand, having no minority representation is unacceptable.

After years of having no minority representation in its full-time administrative/professional staff, Garrett College finally was successful in attracting a minority administrator, raising minority representation from 0.0% to 3.85%. The College has had difficulty in attracting minorities in the past as it has the lowest compensation scale in the State; it has a homogeneously white population; and its employee turnover is very low, reducing opportunities for new hiring. Given the financial environment of recent years, the College had not been optimistic that this condition was likely to change.

Economic Growth and Vitality, Workforce Development
The College continues to work towards the *State Plan* goal to "promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce." To better serve and advantage a rural community with limited resources, Garrett College installed a nationally and internationally recognized rural telecommunications system to facilitate worldwide communications, foster lifelong learning, improve instructional methodology, strengthen economic infrastructure, supplement allied health services, and stimulate cultural exchange. Garrett College also uses its institutional resources to promote regional economic development through partnerships with regional government, business, industry, and economic agencies, public and private, in order to foster strength and prosperity in the economic sectors of agriculture, tourism, small and big business, and industry.

Feedback from employers of recent Garrett graduates had indicated a consistent level of high satisfaction (100% for four surveys in a row) with the career preparation that Garrett College graduates receive. The 2005 Employer Survey resulted in a 50% level of satisfaction; however, a review of the data indicates that there were only two respondents to this question. One employer rated the career graduate as Very Good, while the other gave a rating of Fair, causing this anomaly. Eighty-nine percent of Garrett's graduates indicated that they were satisfied with their job preparation, and 64% of graduates are employed full-time in jobs related to their academic field.

Garrett awarded occupational program Associate degrees and credit certificates in Business, Data Processing, Natural Science, and Public Service. Two-thirds of the awards were in Business, which experienced a 214% increase over the current four-year window. Garrett presented its first three awards in Data Processing in FY05 and FY06.

Workforce development courses support the *State Plan's* objective of providing ongoing educational programs and services that employees and employers require for upgrading skills. Indicator 24 shows that in a community of approximately 11,000 households, Garrett College had 5,696 enrollments in non-credit workforce development courses in FY 2006, an increase of

70.7% from FY 2003 to FY 2006. Unduplicated annual headcount rose by 32.8% over the four-year window. Garrett's Continuing Education and Workforce Development Division offers Continuing Professional Education leading to government or industry-required certification or licensure. Annual unduplicated headcounts rose by 10.9% over the three year window, and annual courses enrollments increased by 11.3%.

Continuing Education plans courses and offerings and customizes training in response to the needs of businesses, agencies, and organizations. The number of business organizations provided training and services under contract increased by 72.2% over the four-year window. Annual enrollment in contract training courses increased from 1,043 in FY03 to 3,930 in FY06, a 276.8% rise. Unduplicated annual headcount also increased by 143.6% over the four-year window.

Surveys indicate that employers and organizations continue to be 100% satisfied with contract training conducted by Garrett College, which exceeds the benchmark of 90% (Indicator 28). Given the small number of businesses/organizations involved (26 of 31 businesses/organizations completing the satisfaction survey for FY 2006), dissatisfaction with contract training offered to any one business or organization could cause great fluctuation in the rate of satisfaction.

The College opened its Garrett Information Enterprise Center in June 2002 to encourage new information businesses to locate to Garrett County. After five years of operation, the Center now houses 12 tenants and will be 100% occupied by September 1, 2007. In 2003, Garrett's Continuing Education and Workforce Development Division partnered with the Garrett County Board of Education to form the Adult Career and Technology Academy, which uses the local high schools to offer noncredit training to adults wishing to enter the workforce or upgrade skills.

Community Outreach and Impact
Unduplicated annual headcount in noncredit community service and lifelong learning courses rose by 36.6% from FY 2003 to FY 2006. Duplicated annual course enrollments decreased from FY05 to FY06 but increased over the four-year window. Garrett had an unduplicated enrollment of 140 students in noncredit basic skills and literacy courses and a duplicated enrollment of 240 in FY 2006. For further information on Support of Community Outreach and Impact, see Section 3.

Effective Use of Public Funding
Despite Garrett College's small size and rural setting, the College continues to be highly resourceful in providing a comprehensive program of collegiate studies. For example, the College continues to maintain two satellite facilities for academic courses to better reach out to its students. The College has also fully implemented its Juvenile Justice Program. Additionally, Garrett continues to increase its volumes in its library. Garrett College has and will continue to follow a regimen of institutional planning and maintain a regular cycle of strategic, operational, and financial planning, all of which feed into the College's system of institutional self-evaluation and accountability. The College's percentage of expenditures on instruction and percentages of expenditures on instruction and selected academic support for FY06 were 35.5% and 41% respectively, which represent the lowest rate over the four-year window. Budget constraints over

several years have not allowed the College to increase its instructional and student support services personnel at the preferred rate.

In addition to the College's continual system of planning from an operations standpoint, the institution also prepares for downturns in the economy. During the past several years Garrett has managed to increase its fund balance significantly with the understanding that difficult financial times will occur. Conservative budgeting and continual planning allowed the College to withstand the shortfalls in funding in both FY03 and FY04 without jeopardizing the educational experience for students and without jeopardizing employee jobs. Now, enrollments are increasing and State funding appears to be breaking free to allow the institution to prosper.

Not only has the College continued to make effective use of public funding, but also has accounted for and recorded all finances in an appropriate manner. In fact, Garrett College has continued to receive an unqualified opinion with respect to its financial statements audit, single audit, and CC-4 for several years.

COMMUNITY OUTREACH AND IMPACT

The following summarizes Garrett College's main contributions to education, community service, and economic development in fiscal year 2007.

Educational Services
Residential Facilities: Garrett College has a 60-bed residential facility, which supports enrollment in its signature and athletic programs. Recent enrollment growth has resulted in insufficient residential capacity. Two years ago the college began renting a nearby motel for overflow student housing. The college commissioned a market study to determine whether the marketplace would support additional residential facilities. The study confirmed a market need. A new 124-bed residential facility is near completion and will open for the fall 2007 semester. The facility will house students during the academic year and supply summer housing for the student labor force that the tourism industry in Garrett County needs.

Learning Resources Center: The construction of Garrett's Learning Resources Center (Library) will be completed in July 2007 and will open in September 2007. It will provide the public schools and the community-at-large with access to a quality research library.

Commissioners Scholarship Program: In March 2006, Garrett County's Board of Commissioners announced the approval of the Commissioners Scholarship Program, which provides tuition-free education at Garrett College for all students graduating from Garrett County high schools in 2006. The college enrolled an additional 135 students in the fall semester due to this program and the vast majority of new students were from Garrett County. The Scholarship Program also provides high school seniors with free tuition for taking Garrett College courses while enrolled in high school. Retention in this program was over 90% between fall and spring semesters.

Online Degree: The Maryland Higher Education Commission has approved Garrett College's request to offer an online General Studies associate degree program. The Middle States

Commission on Higher Education gave its approval effective June 2005. The program has been implemented. It offers new educational opportunities to the community-at-large and to Garrett College students.

New Articulation: Garrett College has been named a partner in Bucknell University's recently funded Jack Kent Cooke Scholars Program. This partnership will result in 2-3 Garrett College students receiving full scholarships to Bucknell each year, starting in Fall 2006. Five students were awarded scholarships for the 2006-2007 academic year. This program offers Garrett County students an opportunity to attend an elite institution of higher education. Garrett College also signed an articulation agreement with the University of Maryland University College in the fall of 2006.

Global Education: Garrett College made the determination that it had to globalize its educational experience to offset the insularity of life in its rural service region. The former College President assumed the presidency of The Consortium for Mid-Atlantic/Baltic Education and Commerce in 2005. He has used his affiliation to engineer a special relationship between Garrett College and the Baltic nations. Garrett's Board of Trustees authorized the administration to grant 10 full tuition and fee scholarships to Baltic students. To date the college has enrolled over 20 Baltic students with six currently in attendance. In addition, the Board has authorized two full scholarships for students from the Republic of South Africa. Presently 19 international students from 17 countries are enrolled at the college. Negotiations are underway for 25 Chinese students, and an agreement with IREX is also being negotiated for 2 students from Eurasia for fall 2007.

Economic Development
Mountaintop Truck Driving Institute/Northern Outreach Center: In late Spring 2004, Garrett College (GC) opened the Mountaintop Truck Driving Institute (MTDI) as a satellite operation located near Route I-68 in Grantsville, Maryland. MTDI offers a credit certificate program to prepare students for CDL licensing. The instructional space has been renovated, and all Continuing Education activities in Grantsville have been successfully integrated into the overall operation. MTDI provides training for jobs that pay well, and it supports new educational opportunities for residents of Garrett County's northern tier.

Athletic and Community Recreation Center: In the 2005 legislative session, the Maryland General Assembly appropriated $12.5 million dollars to support the construction of the Garrett College Athletic and Community Recreation Center (ACRC). Garrett County has pledged its matching contribution of $11 million. In the last year the state has authorized funding for this project and design is nearly completed. The Athletic and Community Recreation Center is scheduled to open in 2009. This facility will substantially enhance the quality of student life and result in a significant expansion of curriculum. It will also provide a recreational center for community use and support regional tourism.

Community Service
The Athletic and Community Recreation Center, the Learning Resources Center, and Global Education have community service benefits as described above.

GARRETT COLLEGE
2007 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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	38.6%	41.3%	35.2%	38.7%
B.	Students with developmental education needs	57.5%	62.2%	58.3%	54.6%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount enrollment in ESOL courses	n/a	n/a	n/a	n/a
D.	Financial aid recipients				
	a. Percent receiving Pell grants	38.0%	39.0%	35.8%	36.1%
	b. Percent receiving any financial aid	63.6%	61.4%	62.9%	57.7%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		unknown	45%	unknown

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	5.7%	7.5%	7.0%	4.6%
	b. Asian, Pacific Islander	0.3%	0.0%	0.0%	0.4%
	c. Hispanic	0.7%	1.3%	1.1%	1.1%
	d. Native American	0.7%	0.7%	0.3%	0.7%
	e. White	91.3%	88.4%	87.8%	89.4%
	f. Foreign	0.8%	1.5%	2.8%	2.6%
	g. Other	0.5%	0.7%	1.1%	1.2%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$3,752	$4,159	$4,777	$7,198
	b. Median income three years after graduation	$20,023	$21,747	$22,319	$17,469
	c. Percent increase	434%	423%	367%	143%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	3,697	3,788	4,321	4,479	4,600
	b. Credit students	777	746	815	829	909
	c. Non-credit students	3,167	3,166	3,593	3,821	4,000

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	62.2%	58.2%	61.9%	73.7%	65.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	70.1%	71.0%	69.0%	78.6%	75.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	64.3%	67.5%	59.0%	62.1%	64.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	196	217	285	417	400
	b. Non-credit	34	41	95	118	130

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	46.7%	44.2%	42.3%	43.2%	53.1%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	91%	88%	96%	96%	95%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	59%	68.2%	92.6%		95.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		52.3%	55.1%	48.4%	57.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		86.0%	83.7%	92.6%	90.0%
	b. Developmental completers		75.4%	64.7%	77.6%	78.0%
	c. Developmental non-completers		54.5%	26.9%	51.2%	40.0%
	d. All students in cohort		75.9%	64.3%	75.5%	70.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		76.0%	63.3%	79.6%	76.0%
	b. Developmental completers		59.0%	54.4%	72.4%	65.0%
	c. Developmental non-completers		45.5%	23.1%	39.5%	35.0%
	d. All students in cohort		63.2%	51.7%	65.8%	65.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	90.9%	78.6%	82.9%	80.0%	90.0%
	b. Mean GPA after first year	2.96	2.61	2.68	2.79	2.84

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	85%	75%	91%	69%	80%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	7.2%	9.5%	8.4%	7.1%	2.0%
	b. Percent non-white service area population, 18 or older (not benchmarked)	1.6%	1.6%	1.7%	1.7%	n/a

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	6.25%	5.55%	6.25%	5.89%	8.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	0.0%	0.0%	4.17%	3.85%	6.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		<50	<50	<50	n/a
	b. Asian, Pacific Islander		<50	<50	<50	n/a
	c. Hispanic		<50	<50	<50	n/a

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		<50	<50	<50	n/a
	b. Asian, Pacific Islander		<50	<50	<50	n/a
	c. Hispanic		<50	<50	<50	n/a

GARRETT COLLEGE
2007 ACCOUNTABILITY REPORT

Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	14	12	33	44	35
	b. Data Processing	0	0	2	1	4
	c. Engineering Technology	0	0	0	0	0
	d. Health Services	0	0	0	0	0
	e. Natural Science	7	10	10	3	12
	f. Public Service	22	22	16	17	20
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	60%	86%	70%	64%	65%
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation	78%	69%	84%	89%	79%
		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	100%	100%	100%	50%	90%
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates	n/a	n/a	n/a	n/a	n/a
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	2,064	2,231	2,585	2,740	2,900
	b. Annual course enrollments	3,336	3,508	5,218	5,696	5,850
			FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount		811	1,170	899	1,310
	b. Annual course enrollments		833	1,217	927	1,360
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	18	31	25	31	30
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	794	1,665	1,752	1,934	1,960
	b. Annual course enrollments	1,043	2,093	3,500	3,930	3,780
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	100%	100%	100%	100%	90%

GARRETT COLLEGE
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Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	737	882	992	1,007	1,110
	b. Annual course enrollments	1,125	1,270	1,424	1,186	1,595

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	203	175	129	140	139
	b. Annual course enrollments	302	279	225	240	240

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	37.1%	36.5%	38.9%	35.5%	40.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	43..6%	44.1%	47.9%	41.0%	50.0%

HAGERSTOWN COMMUNITY COLLEGE

MISSION

Hagerstown Community College (HCC) offers courses and programs designed to address the curricular functions of transfer, career entry/advancement, basic skills enhancement, general and continuing education, student support services and community service. The College is dedicated to delivering high quality education at a reasonable cost to meet the post-secondary educational needs of its service area.

INSTITUTIONAL ASSESSMENT

The 2004 Maryland State Plan for Postsecondary Education (hereafter the State Plan) provides a framework for HCC's mission, goals, and strategies to achieve its goals. Several factors, which include, but are not limited to, retention and student goal achievement; transfer success; diversity of students and staff; accessibility and affordability; workforce development; and community outreach are important in determining institutional effectiveness and student success. These factors and MPAR benchmarks, along with the College's institutional priorities and enrollment goals, serve as driving forces for planning, budgeting and evaluation at HCC.

HCC's campus is uniquely located in a quad-state area where the Washington County border touches Pennsylvania, West Virginia and Virginia. Proximity to HCC makes the commuting range for out-of-state students more practical and convenient than other education/training options in the region. The service area has expanded through the years because of HCC's reputation for quality programs, affordability and personal service. Approximately 20% of all credit students live in surrounding areas in Pennsylvania (16%) and West Virginia (4%). Washington County residents accounted for 76% of enrollment and 3% was from other Maryland counties, with 1% from other states. In terms of age, 65% of all credit students in Fall 2006 were 25 years of age or younger. The average age of all credit students was 26, while the average age of full-time students was 22 and that of non-credit students was 44.

Credit students were predominately female (63%) and Caucasian (86%). Returning students accounted for 57% of enrollment, while first-time students accounted for 31% of enrollment, 8% were transfers and 4% were re-admissions. Based upon declared programs of study, 59% were enrolled in transfer programs, 27% were in career programs and 14% were undeclared. Full-time enrollments accounted for 34% of all enrollments and almost 91% of all credit hours were generated by degree-seeking students. The average credit load of all students who attended HCC in Fall 2006 was 8.6 credits, with full-time students averaging 13.6 credits and part-time students, 5.6 credits. According to previous data reported by MHEC, over 60% of students were employed part-time while pursuing their education, which correlates with the high number of part-time enrollees, many of whom work more than one part-time job while attending classes.

According to the Maryland Department of Planning, Washington County's population is likely to grow from 141,050 (Washington County 2003 Census Update Survey) to 161,250 in 2015 and to 171,250 by 2020. The area in which the College is located is designated as an "Urban Growth

Area." Much of the area's growth will be driven by the increase of its population by immigration from the metropolitan areas such as Prince George's and Frederick Counties, Baltimore City, and other metropolitan areas. With a 2% increase in county population, Washington County outpaced all but four counties in Maryland in population growth according to the most recent Census Bureau data (2000).

The primary enrollment feeder for the College is the Washington County Public Schools (WCPS). The WCPS projects an increase of 500 to 600 students annually over the next five years, with high school enrollment projected to increase by nearly 700 students between 2004 and 2010. Though the largest portion of full-time students at HCC has come from a sharp rise in high school enrollment during the first half of the decade, secondary enrollment has flattened, but healthy increases are expected again, beginning in FY 09. During that same period, middle school enrollment, the primary feeder for high schools, is projected to increase. According to the *Washington County Public Schools 2005 – 2006 Annual Report*, the high school graduation rate increased from 80.4% to 90.5% from 2002 to 2005. The dropout rate decreased from 3.02% to 2.18% during that same period. Enrollment of students for whom English is not their first language increased from 159 students to 270 students, which mirrors the unduplicated enrollment of ESOL students at HCC.

The College's market share of first-time, full-time freshmen increased from approximately 47% in Fall 2005 to 62% the next fall semester. The market share of college-bound high school graduates HCC was 78% in AY 05-06, with a benchmark of 80% by AY 09-10. To move toward these enrollment benchmarks, the College is expanding its marketing, recruitment, and programming efforts to attain greater penetration into this traditional age market. Coupled with projected enrollment increases at the secondary level, HCC anticipates a concomitant growth.

The College's 101 credit programs include 49 degree programs, 30 certificates and 22 letters of recognition. Most of the new programs are in the areas of computer studies, health careers, and liberal arts transfer options. Program development and review are essential if all of the goals of the State Plan and the College's mission are to be fully realized. To better respond to students' needs and ensure proper allocation of resources, HCC programs, enrollment and curriculum are reviewed on a regular basis through the College's planning and evaluation process, as well as through the Curriculum Development and Review Committee. Critical for recruitment, retention, student success and institutional effectiveness, the curriculum assessment process facilitates a more effective coordination of course content among faculty and academic planning, as well as the broader use of a variety of course delivery systems.

In the next decade, use of expansion of virtual classrooms, performance indicators, curriculum development and the use of various teaching modalities, the re-definition of faculty loads and qualifications, and an expansion of experiential learning and credit for life experiences will dominate higher education and impact facilities development. The College will use its data measures, which incorporate the MPAR indicators and are contained within its Institutional Effectiveness Plan (IEP), to present the most important indicators of accountability to the College community, funding agencies, and accrediting bodies that are increasingly using outcomes as a primary measure of performance.

Curriculum expansion will likely occur in the areas of biotechnology, digital imaging, commercial vehicle transportation, facilities maintenance, adult education, computer gaming, education, and business. As a result, the College expects to see continuing enrollment growth in both credit and non-credit programs (Indicator 1).

Access and Affordability

Maintaining accessibility, a primary mission of community colleges, is critical to meeting enrollment goals. HCC remains the most affordable among postsecondary educational and training options in the College's service region (State Plan: Goal 2). In FY 07, the average cost of attending HCC was 44.6% of the cost of attending Maryland public four-year colleges and universities, which is at the current benchmark (Indicator 6). The College continues to explore alternatives to raising tuition so that quality in instruction, staff and service delivery will not be jeopardized.

According to the data supplied by MHEC regarding market share of area undergraduates (Indicator 2), the market share of first-time, full-time freshman, which has ranged from 65% in Fall 2004 to 47% in Fall 2005 rebounded to 62% in Fall 2006. Though the number of students enrolled in Fall 2004 and 2005 semesters remained approximately the same, the percent was much lower because, during that same time, an independent two-year college in Hagerstown increased its enrollment dramatically. As part of its response and concern, the College hired a Recruitment Coordinator in Spring 2006 to assist in the implementation of the enrollment management system, with emphasis on recruitment and admissions. In addition, the College initiated and/or expanded online student services such as: online admissions applications via College Net, e-mail marketing through Target X, virtual orientation, and advising, electronic forums about financial aid, and web registration. In FY 08, the College will complete the implementation of an improved student academic advisement system that will include specific responsibilities for student services, faculty, technology systems, and student self-advising.

The College's market share of part-time students (Indicator 3), who account for over 60% of enrollment, slipped slightly, while the market share of college bound high school graduates (Indicator 4) increased by 3%. These enrollment dynamics are currently under study, with much of the increase being attributed to HCC's successful "ESSENCE" Program (Early Support for Students to Enter College Education), which allows high school students who are developmentally ready and motivated to take college level courses while still in high school. Efforts to retain these students upon high school graduation are a priority in enrollment planning and management at HCC (State Plan: Goals 2 and 4). Another initiative that attracts high school graduates is the Job Training Institute (JTI), established to serve "at-risk" populations by providing short-term education and training for basic entry level job skills in career areas with projected job growth (State Plan: Goals 2, 3, 4, and 5).

The College uses information technology in instruction to improve learning and curricula, as well as to increase access to higher education in the service area (State Plan: Goals 1 and 2). Blackboard course management enhances accessibility and convenience for students and faculty. Enrollment in credit online courses over the last three years has increased by almost 125%, while enrollment in non-credit online courses has increased significantly (58%) as well. An

institutional priority in FY 08 is the development of more online courses. This initiative includes hybrid courses, which blend online and classroom instruction. Such courses are popular for those who like the flexibility of online instruction, but also desire to have face-to-face interaction with faculty and peers. With its commitment to increase its online offerings and the reported trends, HCC established its benchmarks for 1,900 credit enrollments and 1,100 non-credit enrollments by FY 10.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

MPAR Indicators 7 through 13 reflect student satisfaction, progress and achievement data Degree progress indicators for minorities are not included in HCC's MPAR report because, according to MHEC guidelines, minority groups with less than 50 students should not be included for analysis. The information, however, is included in the degree progress charts found in Appendix B.

Many independent variables affect community college student success indicators such as retention, transfer, and graduation. Employment and family responsibilities impact retention, transfer and graduation rates of community college students. Many students take several years to meet degree requirements or attend HCC to take one or two courses for skill enhancement and meet their educational goals without attaining a degree. As expected, college-ready students and developmental completers were moving toward the established benchmarks. Overall, based upon analysis of the degree progress of the HCC Fall 2002 student cohort, the percentage of individuals who are still enrolled, have graduated or transferred to a USM institution are progressing toward the current benchmarks, with the exception of developmental non-completers. These figures confirm the fact that many community college students take longer than four or five years to achieve their educational goals and that developmental non-completers are least likely to continue.

With retention as a priority in FY 08, the College will develop a student success model that tracks students from the first point of contact through registration and the completion of course work. Support systems will be examined and refined to improve the retention of the College's increasingly diverse student body. The goal will be to reduce student attrition, increase course and program success, improve student development programs, and verify that students are succeeding with curricula related employment or university transfer after they leave HCC. To better meet the needs of student and to help with retention efforts, an academic advisor position was expanded to that of "Academic Advisor/Retention Specialist." The Academic Advisor/Retention Specialist, who advises students in their course selection, developing educational plans, and assisting them in the potential career and transfer possibilities, is the liaison to the Developmental Education Division and the Enrollment Management Committee. The Vice President of Academic Affairs and the Director of Developmental Education and Literacy Services provide leadership to make additional improvements to the College's student entry assessment and developmental studies programs and services. All of these initiatives should move the College closer to attaining the established benchmarks, particularly those related to developmental students/completers.

Degree progress data for all students who transferred shows that 56% of the 2002 cohort transferred to out-of-state institutions. This fact significantly impacts HCC's transfer/graduation rates as reported as part of the USM and is not included in the MPAR data provided by MHEC. The College's out-of-state transfer rates are significantly impacted by its location in the tri-state area of Maryland, Pennsylvania, and West Virginia. Shepherd University (WV) and Shippensburg University (PA) are the two primary institutions to which HCC students and graduates transfer. With incentives such as in-state rates and attractive financial aid packages, colleges outside of Maryland are very attractive to HCC students and graduates. This trend in the analysis of degree process is expected to continue and will impact graduation-transfer rate data. HCC students and graduates who transfer to USM colleges and universities (Indicator 12) have consistently throughout the MPAR reporting periods had a higher GPA than the average of all Maryland community colleges. In AY 05-06, the GPA of HCC's transfer students to other Maryland institutions was 2.81 compared to the average of 2.63.

Results of the Graduate Follow-Up Survey reports have shown that an overwhelmingly majority of HCC graduates attained their educational goal while at the College (Indicator 7). The College has set its benchmark at the highest of the survey years (98%). Not surprisingly, non-returning students typically shown less satisfaction related to goal attainment (Indicator 8). Yet another measure of student satisfaction involves transfer preparation (Indicator 13), which has ranged from 83% to 86% for the four survey years cited. The primary reason most frequently cited for dissatisfaction with transfer is a change of major by the student, which often negatively affects the transferability of credits. In FY 08, HCC will complete the implementation of an improved student academic advisement system, including expanded roles for student services, faculty, technology systems, and student self-advising. It is felt that by strengthening these supports, the benchmark of 88% satisfaction can be met.

Diversity

The primary service area of Washington County has a minority population that is 13% of the total population, ages 18 and older. Population growth of minorities accounted for 46% of the County's overall growth between 2005 and 2006, with the fastest growing ethnic group in Washington County being that of Hispanics.

Staff

Though very committed to increasing the diversity of its workforce and student population, the College faces several challenges. This is also an area of concern cited by MHEC because the percent of full-time faculty who are minority has not exceeded 2% in the last four years. Although there have been slight gains since FY 05, the lack of minority faculty to provide positive role models for students and help create a culturally diverse college community remains a concern. Though minorities are actively recruited regionally or nationally for employee searches, attracting qualified minorities to the Western Maryland region is difficult. However, with the significant westward migration out of the metropolitan areas to Washington County because of a lower cost of living, it is expected that more minority professionals will relocate to the College's service area.

As the College strives to become more culturally diverse, recruitment strategies are being developed to attract and hire more faculty from racially and culturally diverse backgrounds. Some strategies/activities that are being developed include expanding employee recruitment activities to include visitations to historically black institutions; structuring professional development activities that focus on multicultural responsiveness, including teaching multiculturalism; promoting multicultural sensitivity in the classroom among faculty and students; developing interactive teaching and learning models that will expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions; incorporating Hispanic culture and language into the College's professional development program; and working collaboratively with the Ad Hoc Multicultural Committee to enhance campus and staff diversity. Through these, as well as other strategies, HCC clearly is committed to attaining its benchmark of 5% for minority faculty by Fall 2010.

The College has exceeded its original benchmark of 7.5% that was set for full-time administrative and professional staff. The percent has been gradually increasing over the last four years, with 9.4% reported in Fall 2006. Therefore, the College has established the benchmark at 13% by Fall 2010 to mirror the minority population in the service area.

Students

The College strives to provide academic programs and services to individuals who reflect racial and ethnic diversity as stated in Goal 3 of the State Plan. In Fall 2006, the College has its highest minority student enrollments (12.4%) in its history. Due to the gradual increase of the College's minority student enrollments over the last four years, HCC has set a benchmark (Indicator 14) of 13.5% for minority student enrollment by Fall 2010. The cohort for analysis regarding persistence and graduation is less than 50 students and, per MHEC instructions, was not reported. Therefore, no benchmarks were established as part of the MPAR for Indicators 17 and 18.

Though African-American students comprise the largest non-white ethnic group on campus, the Hispanic student body has dramatically increased over the last five years. In January 2004, as part of its adult literacy program, HCC began offering ESL courses. There has been strong enrollment growth in these courses since the initial offerings as unduplicated enrollment grew from 80 in FY 04 to 284 in FY 06. Recognizing an opportunity and need to serve all minority populations, HCC is hiring a Multicultural Recruiter to provide outreach in the local area. Additional strategies to attract, support and retain minority students include promoting multicultural sensitivity in the classroom and on campus; implementing ESL testing for all non-native students who seek admission to the Nursing program in FY 08; and examining and enhancing academic support systems to enhance and improve the retention of the College's increasingly diverse student body.

Economic Growth, Vitality and Workforce Development

The 2004 Maryland State Plan for Postsecondary Education strongly supports, through its goals and objectives, the role of Maryland community colleges in economic development. In the implementation of its mission and in support of Goal 5 of the State Plan, Hagerstown

Community College partners with government, business and industry in a variety of ways to develop flexible credit and continuing education programs that are responsive to the educational and training needs of the College's service area. The area is largely service industry based and is a major transportation hub in the mid-Atlantic region. However, the county and city economic development commissions are pursuing technology-oriented companies with high-skill, high-wage jobs to locate in Washington County. Strong partnerships with business and industry not only support the College's ability to offer degrees and certificates to meet specific needs of employers, but also to provide targeted contract training as well, especially in the areas of technology. As a partner in economic development of the region, HCC educates and trains a significant portion of the regional workforce.

Local economic development initiatives and outlook for biosciences in Washington County is positive. The addition of "wet labs" in the Technical Innovation Center (TIC) in 2008 will greatly enhance Washington County's ability to attract and grow a life science industry in Western Maryland. The wet labs and the new Biotechnology curriculum that has been implemented in Fall 2007 will provide students "hands on" experience. As an additional benefit, there is a strong potential for synergy between the academic programs in the life sciences and similarly focused companies in the TIC.

The FY 10 benchmark for the first time passing rate on licensure/certification examinations for all health sciences programs (State Plan: Goals 1 and 5 and Indicator 23) ranges from 98% to 100%. It should be noted that students who have not passed their respective examinations on the first try (definition of Indicator 23) did so on the second. The College's health sciences programs have undergone much transition over the last few years because of faculty retirements/turnover and curriculum changes. Program expansion was limited by lack of facilities, as well as by funding for additional faculty, staff, materials, and instructional equipment. HCC is currently addressed the pressing and costly need for facilities through an in-progress renovation of the Career Programs Building, which houses the nursing and other allied health programs. The renovation will create the largest and most sophisticated nursing training facility in western Maryland. Exam passing rates are expected to increase as the revised RN and PN curricula are implemented in FY 08. In addition, the College will continue to test and collect statistical data using ATI assessment tools to determine RN and PN students' achievement of program outcomes.

The College is committed to revitalizing its career programs to better serve students and the community. Program laddering in career areas and program options has been refined to make certain all programs have high quality measurable outcomes and viable curriculum designs. With these enhancements and a commitment to expand student work-place learning opportunities, as well as career counseling and job placement services through the Career Development and Workplace Learning Office, the College expects to reach its benchmarks for degrees and certificates awarded, student and employer satisfaction, and employment rates of graduates (Indicators 19 – 22).

Offered through Continuing Education (CE), workforce development and contract training (Goal 5 and Indicators 24 – 28) are important components of the community college mission. Employer satisfaction with training has always been high, with 100% satisfaction for the last two

years. As part of institutional efforts for cost effectiveness and accountability, CE has undergone many changes over the last five years as functions and processes were streamlined to better align expenditures and revenues. High cost programs with low enrollments were eliminated. As a result, some contract training offerings were cut back or eliminated, which accounts for the decrease over that period in the number of businesses provided training and services under contract (Indicator 26). In addition, it should also be noted that frequently multiple classes in areas such as technology training, supervisory training, and performance management were offered for a single employer, which was only counted once as a business entity for the purpose of this report. It should be noted that unduplicated contract training enrollments (Indicator 27) grew by 54%, which exceeded the benchmark. The current benchmark of 1,350 is 20% higher than the FY 06 unduplicated headcount of 1,123 while annual course enrollments are progressing toward the benchmark. Some goals that have been set for CE in FY 08 that will help move the division toward these two benchmarks include pursuing certification in Steven Covey Leadership/Seven Habits program and one-on-one coaching for managers as a potential market. In addition, the aforementioned renovation of Career Programs Building, which will be completed in FY 09, will significantly expand the CE and conference services operations to accommodate more contract training.

Community Outreach and Impact

In addition to contract training and workforce development, HCC offers a variety of community service and lifelong learning non-credit courses. Enrollments in those courses (Indicator 29) decreased in FY 04 as high cost lifelong learning programs with low enrollments, including Elderhostel, were eliminated while some programs such as medical assisting and commercial vehicle transportation shifted from non-credit status to credit. However, the most recent data show that this area is progressing toward meeting the benchmarks established for FY 2010.

It is clearly part of the College's mission to provide adult learners with basic skills (Indicator 30), including reading, writing and mathematics to increase their literacy rates and/or to prepare them for the labor market or for further educational/vocational training (State Plan: Goals 1 and 5). Since January 2004, the College has offered the adult literacy programs in Washington County, which includes Adult Basic Education (ABE), General Educational Development (GED), External Diploma Program (EDP) and ESL programs. Enrollment has grown in non-credit basic skills and literacy courses by over 300% since FY 03. The College expects enrollment to grow by over 40% and has set related benchmarks for 2010 accordingly.

Effective Use of Public Funding

Over the last few years, percentage of expenditures in instruction (Indicator 31) has been consistent at 43%, which is attributable to vacancies in Academic Affairs that have occurred over the last two years, particularly in hard-to-fill faculty areas such as Nursing and other health sciences, Gaming and Simulation, Industrial Technology, etc.. The percentage of expenditures in instruction and academic support (Indicator 32) has been consistently 50-51% over the last few years. Instruction and academic support, which includes all instructional units, the Learning Technologies unit, the Library, tutoring, Continuing Education support, and the College's testing center, has stabilized at these levels based upon enrollment and funding. In addition, the College

used designated funds not included in Indicator 33 to directly support instruction and academic affairs, including funds for instructional computers and printers.

Community Outreach and Impact

The 2004 Maryland State Plan for Postsecondary Education strongly supports, through its goals and objectives, the role of Maryland community colleges in economic development. In the implementation of its mission and in support of Goal 5 of the State Plan, Hagerstown Community College partners with government, business and industry in a variety of ways to develop flexible credit and continuing education programs that are responsive to the educational and training needs of the College's service area. The area is largely service industry based and is a major transportation hub in the mid-Atlantic region. However, the county and city economic development commissions are pursuing technology-oriented companies with high-skill, high-wage jobs to locate in Washington County. Strong partnerships with business and industry not only support the College's ability to offer degrees and certificates to meet specific needs of employers, but also to provide targeted contract training as well, especially in the areas of technology. As a partner in economic development of the region, HCC educates and trains a significant portion of the regional workforce.

With Washington County's unique location as a transportation "hub" at the junction of two major interstate highway systems, HCC has been provided many programmatic opportunities. In 2006, HCC was awarded a three-year $1.65 million grant to expand its Commercial Vehicle Transportation program to meet the increased workforce needs of trucking, warehousing and manufacturing businesses in the tri-state region. Prior to this, HCC's ability to expand the Commercial Vehicle Transportation program was limited by a lack of facilities, equipment, and staff. Working with Volvo PowerTrain of North America and local trucking firms to expand the HCC truck driving program from 70 to approximately 220 graduates a year, the grant was funded as part of the federal Community Based Job Training Grant program. The program is housed off-campus at the Volvo facility in Hagerstown. The College will also develop a new Associate of Applied Science degree in Commercial Transportation Administration and will work with Washington County Public Schools to design a new high school program in transportation.

It is clearly part of the College's mission to provide adult learners with basic skills (Indicator 30), including reading, writing and mathematics to increase their literacy rates and/or to prepare them for the labor market or for further educational/vocational training (State Plan: Goals 1 and 5). Since January 2004, the College has offered the adult literacy programs in Washington County, which includes Adult Basic Education (ABE), General Educational Development (GED), External Diploma Program (EDP) and ESL programs. Enrollment in these programs continues to grow, with minorities comprising approximately 25% of the enrollment in those programs.

The College will continue to work to develop and strengthen partnership activities with the Washington County Public Schools (WCPS). The successful ESSENCE Program (Early Support for Students to Enter College Education) has allowed high school students who are developmentally ready and motivated to take college level courses while still in high school.

In addition, enhancement and broader application of joint programs with the WCPS will continue, including, but not limited to Learning Communities and professional development opportunities for area teachers. Student Leadership Hagerstown is a leadership development program for high school and college students. Each of the local high schools selects and sends their student council president and senior class president while the College selects leaders from its student government and campus organizations. Consistent with the mission of providing a smooth transition into college life, the program encourages the interaction of high school students with college students throughout the academic year.

As Washington County's only program for the Associate Degree in Nursing, HCC has prepared and graduated 966 nursing students since the program's inception in 1971. The in-progress renovation of the Career Programs Building, which will house the nursing and other allied health programs, will create the largest and most sophisticated nursing training facility in Western Maryland. Prior to the renovation, the health sciences programs at HCC were limited by a lack of facilities and equipment. Capacity was a serious issue at the College as it attempted to respond to an area of critical shortage. From FY 02 to FY 06, the number of degrees, certificates and letters of recognition grew from 51 to 224. Along with increasing and addressing capacity issues, this facility will create opportunities for partnerships with the new hospital that will be built less than a mile from campus.

HCC's Technical Innovation Center (TIC) is a self-sustaining entity with revenue derived from tenant rental and administrative service fees that fosters the growth of new and expanding businesses. The TIC is a business incubator that provides access to advanced technologies and business development resources. Eleven wet labs will be added to the facility in FY 08 to provide research space for start-up biotechnology firms. The College will start its biotechnology degree program to meet regional employer needs and will continue to work with area universities to increase and improve articulation opportunities for graduates to smoothly transfer into and complete bachelors' degrees.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	63.0%	63.0%	63.0%	66.0%
B.	Students with developmental education needs	58.0%	59.0%	57.0%	54.0%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	NA	80	173	234
D.	Financial aid recipients				
	a. Percent receiving Pell grants	16.0%	16.0%	19.0%	17.0%
	b. Percent receiving any financial aid	37.0%	31.0%	36.0%	35.0%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		60.0%	64.0%	not available

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	6.4%	6.9%	7.3%	8.0%
	b. Asian, Pacific Islander	1.2%	1.3%	1.5%	1.4%
	c. Hispanic	2.0%	2.0%	2.2%	2.6%
	d. Native American	0.4%	0.5%	0.5%	0.4%
	e. White	88.3%	87.3%	86.5%	86.0%
	f. Foreign	0.0%	0.0%	0.0%	0.0%
	g. Other	1.9%	2.0%	2.0%	1.6%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	14,356	10,582	11,178	
	b. Median income three years after graduation	34,921	31,503	41,891	
	c. Percent increase	143.0%	198.0%	275.0%	

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	13,977	13,158	13,306	14,481	17,384
	b. Credit students	4,290	5,128	5,031	5,248	6,805
	c. Non-credit students	10,084	8,811	8,695	9,944	10,579

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	63.4%	64.6%	46.6%	62.0%	65.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	80.7%	81.1%	80.3%	78.0%	83.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	77.8%	75.2%	75.5%	78.2%	80.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	703	764	1,088	1,576	1,900
	b. Non-credit	461	500	685	731	1,000

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.0%	44.0%	43.0%	44.6%	44.0%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	95.0%	93.0%	98.0%	95.0%	98.0%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark Spring 2010
8	Non-returning student satisfaction with educational goal achievement	76.5%	73.0%	73.0%	not available	80.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		44.0%	43.0%	44.0%	48.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		82.3%	86.5%	89.8%	95.0%
	b. Developmental completers		95.7%	85.4%	86.8%	90.0%
	c. Developmental non-completers		69.3%	52.6%	43.9%	53.0%
	d. All students in cohort		84.7%	75.9%	76.3%	80.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		61.3%	69.8%	74.6%	80.0%
	b. Developmental completers		59.0%	67.7%	70.0%	70.0%
	c. Developmental non-completers		37.7%	37.8%	27.6%	34.0%
	d. All students in cohort		54.0%	59.3%	60.0%	64.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	87.0%	81.0%	83.0%	not available	87.0%
	b. Mean GPA after first year	2.96	2.72	2.79	2.81	2.85

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	85.0%	83.0%	82.0%	86.0%	88.0%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	10.0%	11.0%	11.5%	12.4%	13.5%
	b. Percent non-white service area population, 18 or older (not benchmarked)	11.2%	11.8%	12.3%	not available	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	0.0%	2.0%	0.0%	1.5%	5.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	3.5%	5.0%	6.9%	9.4%	12.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		*	*	*	*
	b. Asian, Pacific Islander		*	*	*	*
	c. Hispanic		*	*	*	*

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		*	*	*	*
	b. Asian, Pacific Islander		*	*	*	*
	c. Hispanic		*	*	*	*

*Cohort for analysis is less than 50 students.

Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area:					
a. Business	15	49	64	93	115
b. Data Processing	20	32	44	49	65
c. Engineering Technology	16	13	14	8	20
d. Health Services	56	97	135	151	200
e. Natural Science	0	0	0	0	15
f. Public Service	20	29	26	27	40
	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field.	90.0%	91.0%	100.0%	89.0%	93.0%
	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with job preparation.	77.0%	76.0%	87.5%	87.0%	90.0%
	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	100.0%	100.0%	80.0%	89.0%	95.0%
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. NCLEX for Registered Nurses	98.0%	89.0%	92.0%	89.0%	98.0%
b. Cert. Exam Amer. Registry of Rad. Tech.	89.0%	95.0%	87.0%	100.0%	100.0%
a. NCLEX for Licensed Practical Nurses	n/a	87.0%	91.0%	95.0%	98.0%
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	6,509	6,207	5,250	6,193	6,300
b. Annual course enrollments	10,590	9,382	7,883	9,165	9,460
		FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
a. Unduplicated annual headcount		3,408	3,304	4,180	5,000
b. Annual course enrollments		5,100	4,647	6,078	7,000
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services under contract.	43	31	29	27	45
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,728	1,636	731	1,123	1,350
b. Annual course enrollments	2,095	2,306	967	1,354	1,600
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	97.0%	96.0%	100.0%	100.0%	100.0%

Community Outreach and Impact

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29 Enrollment in noncredit community service and lifelong learning courses					
a. Unduplicated annual headcount	3,362	2,143	2,649	2,899	4,000
b. Annual course enrollments	6,957	4,793	5,325	5,443	9,000

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30					
Enrollment in noncredit basic skills and literacy courses					
a. Unduplicated annual headcount	213	461	796	852	1,250
b. Annual course enrollments	318	622	1,276	1,422	1,700

Effective Use of Public Funding

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31 Percentage of expenditures on instruction	46.0%	42.0%	43.0%	43.0%	50.0%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32 Percentage of expenditures on instruction and selected academic support	53.0%	50.0%	51.0%	50.0%	53.0%

HARFORD COMMUNITY COLLEGE

MISSION

Harford Community College is a dynamic, open-access institution that provides high quality educational experiences for the community. The college promotes lifelong learning, workforce development, and social and cultural enrichment.

INSTITUTIONAL ASSESSMENT

Accessibility and Affordability

Harford Community College (HCC) is making steady progress toward reaching its benchmarks for accessibility and affordability. Both credit and non-credit headcount is growing, as both areas continue to see increases in online enrollments. Tuition continues to remain one of the lowest at community colleges in the State, allowing students from all socioeconomic levels to enroll. The market share of first-time, full-time freshmen dipped slightly, but remains strong. Through the "Junior Invasion" program, HCC continues to increase the numbers of high school juniors completing the Accuplacer academic skills assessment to determine readiness for enrollment in college-level courses. These students then register for appropriate HCC courses or remedial courses for their senior year, depending on their level of readiness for college. Having met with HCC admissions and advising personnel in their junior year and completing their college preparation courses or HCC college-level courses in their senior year, these students are more likely to enroll in college at HCC immediately following their high school graduation.

In support of the *2004 Maryland State Plan for Postsecondary Education*, Goal 2 (Accessibility and Affordability), the HCC Financial Aid Office worked closely with the Development and Finance Offices to secure additional funding for scholarships and grants. The HCC Foundation increased its funding 21% or by $33,554, over the previous year and the College increased its support 46% or by $118,854, for credit students. As a result, significant increases in aid occurred for need-based students, merit students, non US citizens, returning adults, and military dependents. The College also provided $80,000 for grants to need-based students enrolled in continuing education workforce development courses and programs. Additionally, the College provided approximately 25 refurbished computers to need-based students to support their academic endeavors in their homes.

Quality and Effectiveness

HCC's Office of Institutional Research (OIR) is still struggling to improve the rate of return for both the Graduate and the Non-Returning Student Surveys. Indicators 7 and 13 (graduate satisfaction with educational goal attainment and with preparation for transfer) saw downturns this year. Through improved surveying methodology, the OIR expects to see improvements in these indicators. On the progress and achievement indicators, HCC is showing overall improvements. The developmental studies program at HCC continues to offer alternative pathways for completing developmental coursework in a more condensed time frame, which is more appealing to students.

In support of the *2004 Maryland State Plan for Postsecondary Education*, Goal 1 (Quality and Effectiveness) and Goal 4 (Student Centered Learning Systems), HCC has been involved with the leadership of the Harford County Public Schools (HCPS) to more closely examine the academic preparedness and success of high school graduates who attend HCC. The goal of the initiative is to "close the gap" between high school exit criteria and college entry criteria in order to create a seamless transition from high school to college. The initiative involves administrators, faculty and staff from both HCC and HCPS. Improvements should be in place for the fall 2008 entering students.

Diversity

The progress and achievement of African American students (indicators 17 and 18) show a great deal of improvement over this past year. HCC continues to grow and develop the "Rites of Passage" program to assist and support at-risk African American students. As part of the Rites of Passage program, the Admissions Office implemented a targeted recruiting plan to make HCC more accessible for African-Americans, males in particular. Initiatives included informal and formal connections with the local churches and individual contacts and correspondence with each Harford County Public Schools high school. Admissions presentations have been conducted in several churches and an admissions specialist also has regular information sessions with minority students in three of the local high schools. Additionally phone calls are made to minority students who apply but have not yet enrolled to assist them with the enrollment process. All of these initiatives support the *2004 Maryland State Plan for Postsecondary Education*, Goal 3 (Diversity).

The percent of minorities of the full-time faculty (indicator 15) is not making progress toward the benchmark. The Human Resources Office is currently undergoing some structural changes to be more focused on human resources development, which will provide more ongoing support, development, and recognition to the employees, thereby improving the success and retention of employees.

Economic Growth, Vitality, and Workforce Development

Overall, HCC is making good progress toward reaching the economic and workforce development benchmarks. As data were recalculated this year, a few reporting errors were identified and corrected and the corresponding benchmarks were also adjusted.

In support of the *2004 Maryland State Plan for Postsecondary Education*, Goal 5 (Economic Growth and Vitality), HCC is involved with the Academy of Finance signature program at Edgewood High School, providing two members to the Academy advisory board. College activities include speaking to a Business Strategies for Success class, job shadowing, student professional development opportunities and paid summer internships. HCC Career Services staff members also facilitated a Dress for Success workshop to the Academy of Finance students.

HCC is also involved with the HCPS in several other initiatives to support the *State Plan* by promoting the development of a highly qualified workforce including:

- the Eighth Annual Career Information and Job Fair where 55 employers and 200 students from the Harford County middle, high and post-secondary schools participated;
- job preparation workshops to Harford Technical High School and C. Milton Wright High School students about nursing and other health care careers;
- partnering in the Reconnecting Youth program that recruits recent high school dropouts and works to enroll and support them in the HCC GED program.

Harford Community College personnel have continued and daily interaction with community organizations, employers and government agencies on issues relating to the Base Realignment and Closure (BRAC) decisions. The College has representation on many of the State and County BRAC-related planning committees and has assisted with the dissemination of information to the business community and populace in general.

Response to the Question Raised by the Commission Staff (Indicator 19b - Occupational Program Associate Degree and Credit Certificates Awarded-Data Processing)

The number of awards in data processing at Harford Community College has fallen steadily from 31 to 16 during the past three years, below its benchmark of 25. The decline in the number of degrees and certificates awarded in data processing corresponds to the changes that have been experienced in the technology field since 2000. The 1990's was considered by many to be a technology boom, leading to an eventual technology bubble through 2000. However, the technology/dot.com burst in spring 2000 through 2001. Consequently, a "glut" of technology personnel was created at the same time that jobs/careers in the field contracted. The information technology industry declined by almost 400,000 jobs from March 2001 through March 2004. Consequently, the number of graduates declined substantially from highs of 22 in FY 2002 and 31 in FY 2003. These graduates may have started in the data processing program prior to the industry contraction. More recently, the field appears to be experiencing additional career opportunities and strong growth nationally, especially with the focus on network security and homeland security. For Harford Community College, BRAC may also have a positive impact on these career opportunities regionally. However, it should be noted that some of the specific occupations within the career, such as computer programmers, will increase approximately 8% through 2014 according to recent Department of Labor projections.

In response to homeland and computer security, Harford Community College's Information Systems Security (ISS) degree was recently approved and courses offered in spring 2007. During the spring 2007 semester, six (6) credit students are enrolled in the ISS program and approximately 14 students are completing the upper level programming courses leading to a degree or certificate in the data processing field as defined by MHEC. Continued progress toward this benchmark is expected with the new ISS degree, the improving market for technology careers, and BRAC initiatives.

Adjustments to Data and Benchmarks

In completing the MHEC Performance Accountability Report this year, HCC conducted a comprehensive review of the PAR indicators, the definitions provided and the existing HCC computer programs used to generate previous submissions. It was determined that for several

indicators, the programs used to generate previous submissions did not accurately reflect the definitions established by MACC and further clarified by MCCRG. Therefore, HCC has amended the data previously submitted as follows:

- Indicator 10 (Successful-persister rate after four years) Fall 2001 and Fall 2002 cohort,
- Indicator 14a (Percent non-white enrollment Fall 2005),
- Indicator 15 (Percent minorities of full-time faculty) Fall 2005,
- Indicator 16 (Percent minorities of full-time administrative and professional staff) Fall 2005,
- Indicator 19 (Occupational program Associate degrees and credit certificates) FY 2005,
- Indicator 20 (Percent of career graduates employed full-time) Alumni Survey 2002,
- Indicator 21 (Graduate satisfaction with job preparation) Alumni Survey 2002,
- Indicator 24 (Enrollment in noncredit workforce development courses) FY 2003-FY 2005,
- Indicator 25 (Enrollment in certification/licensure courses) FY 2005,
- Indicator 27 (Enrollment in contract training courses) FY 2003-FY 2005,
- Indicator 29 (Enrollment in community service and lifelong learning courses) FY 2003-FY 2005, and
- Indicator 30 (Enrollment in basic skills and literacy courses) FY 2003-FY 2005.

The revised trend data has been used by HCC to review of the appropriateness of the benchmarks. HCC is confident in the accuracy of the data reflected in this submission of PAR.

Indicator 5a (Enrollment in Online Credit Courses) – Considering that HCC has already almost surpassed the benchmark for this steadily increasing population and the academic divisions intend to continue to increase the online credit course offerings, the benchmark of 3,688 for 2010 is not high enough. HCC is adjusting this benchmark to 3,900 for FY 2010.

Indicator 20 (Percent of career program graduates employed full-time in a related field) – HCC is adjusting this benchmark for Survey 2008 from 75% to 80% since the performance to date has already surpassed the 75% benchmark.

Indicator 19b (Occupational Program Associate Degree and Credit Certificates Awarded in Data Processing) – In considering the cyclical nature of the information technology field and the previous consolidation in the field, the initial benchmark of 25 by FY 2010 may be too ambitious and unrealistic. HCC is adjusting this benchmark to 20 for FY 2010.

The Continuing Education and Training Division spent considerable time in review of the trend data reported for Indicators 25-27, 29, and 30. Based on their review of the revised FY results, adjustments have been made to the following benchmarks:
- Indicator 24a and Indicator 24b – the new benchmarks are 5,583 for Indicator 24a and 8,375 for Indicator 24b. The revisions are a direct reflection of the amended data for these indicators.
- Indicator 25b – the benchmark has been increased to 2,395. The previous benchmark of 1980 had been reached in FY 2005.

- Indicator 26 – the benchmark was decreased to 58. The previous benchmark of 70 was out of bounds in relation to the observed data for FY 2003 and FY 2006.
- Indicator 27a and Indicator 27b – the benchmarks were revised slightly lower based on review of the trend data. Indicator 27a will have a benchmark of 9,000 and Indicator 27b will have a benchmark of 15,900.
- Indicator 30a – the benchmark has been raised to 1,700. While there was a decline in the FY 2006 enrollments in this area, program changes for the upcoming year have been implemented to increase enrollments.

COMMUNITY OUTREACH AND IMPACT

Harford Community College collaborates effectively with employers, Harford County Public Schools, and other organizations to provide a variety of valuable learning opportunities for students, to serve key constituencies, and to benefit Harford County residents.

Outreach and Partnerships with Employers

To promote training and education in the health and human services fields, HCC partnered with Citizens Care and Rehabilitation Center to offer Medicine Aide Training and joined with several partners including the Governor's Office for Children, the Harford County Partnership for Families, Aberdeen Community Action Coalition, and the Disproportionate Minority Contract Advisory Committee to offer a Human Services Education Series.

In cooperation with four-year academic partners, HCC hosted educational events for employers in the field of Homeland Security (with Johns Hopkins University) and Project Management (with University of Maryland) and College of Notre Dame provided general graduate and undergraduate information sessions.

HCC is working very closely with area employers and the Harford County Government to prepare for the growth and workforce changes expected related to BRAC. HCC provided Battelle with leased office space during their building planning, partnered with Harford County Government to house the Regional BRAC Office, and hosted TEDCO (Maryland Technology Development Corporation) briefings over the past year.

Outreach and Partnerships with Harford County Public Schools (HCPS)

HCC sponsors Project DreamWork at Edgewood Middle School. The program provides an after-school "Clubhouse" for studying and academic enrichment activities and in-school tutoring support; an annual Career Expo involving many area employers; a summer career exploration camp; and field trips to the HCC campus which include career discernment games and activities designed and provided by the HCC Advising and Career staff. HCC also works with the Greater Edgewood Educational Foundation, the 21st Century Learning Center and the Boyz to Men Math and Leadership Academy to promote academic success, college readiness and career exploration.

To educate students about environmental responsibility and sustainability, HCC transported and hosted over 200 high school students at the Mid-Atlantic Renewable Energy Expo on the HCC

campus. The Regional Higher Education Center collaborated with the Harford County and Cecil County Public Schools to publish graduate-level course offerings in their professional development catalogs so that regional teachers were informed about opportunities offered in the County. The Higher Education Center also provided space for an immunization site for Harford County Public Schools.

The HCC Cultural Arts program recruits, trains, and hires students from Harford Technical High School for the technical crew and other support positions for HCC theater performances.

Outreach and Partnerships with Community Organizations

HCC Advising and Career Services staff members collaborated with other Harford County agencies (Susquehanna Workforce Network, Maryland Job Service, Aberdeen Proving Ground, Harford County Office of Economic Development, and Department of Rehabilitation Services) to present the Harford County Job Fair. Fifty-five employers and 800 job seekers attended this fair. To celebrate National Career Development Day, four "International" community leaders participated in a workshop sponsored by the HCC Advising and Career Services staff with the theme, One World, Many Cultures, Many Careers. Panelists talked about how culture has influenced their career choice, and how culture affects their definition of career satisfaction. They also talked about what it is like for them to interact with people who come from different cultural backgrounds.

The Higher Education and Conference Center was the host training site at no charge for the Harford County Department of Social Services, the Harford County Drug Control Policy, and the Susquehanna Workforce Network this past year. In conjunction with American Red Cross, HCC created *Family Caregiving* class series and in conjunction with Northern Chesapeake Hospice Foundation, HCC offered the seminar *Decisions Near the End of Life*.

The Continuing Education and Training (CET) division offered *New Visions for Women*, a day long seminar with workshops, which featured keynoter Lynne Brick, of Brick Bodies Fitness Centers, and was sponsored and supported by Upper Chesapeake Health, American Association of University Women, YMCA, and Harford County Public Library. For middle school children, the CET division offered spring training sports camps during the HCPS spring break to accommodate day care needs for working parents.

Cultural and Leadership Programs

Through an agreement with the National Players of Olney Theater Center, America's longest running classical touring company, HCC's Cultural Events and Performing Arts area hosted a day-long event which included workshops and a performance offered to Harford and Cecil County high school students. The workshops consisted of hands-on participation in acting exercises, voice and movement, stage combat, and improvisation followed by a performance of Othello.

Caledonia, featuring Celtic music and dance, was presented at the Amoss Center in February 2007, and enjoyed by an intergenerational, multi-cultural audience. A smaller group of theatre

patrons, several of whom are members of the Harford County Highland Society, attended the pre-show lecture conducted by Bonnie Rideout at no additional cost.

HCC worked in partnership with V-Day Harford County to produce *The Vagina Monologues* stage play to benefit two area agencies providing services for community members affected by domestic violence and sexual abuse. HCC also partnered with the local Freedom Road Music Program to sponsor a fundraiser concert featuring *Tanglefoot* and raising money for Habitat for Humanity.

Harford County Public Schools middle school children and their parents attended the *Alice in Wonderland* performance. The children were members of the 21st Century Learning Center program for disadvantaged and at-risk students. Additionally, the School Concerts Committee coordinates with HCC to fund elementary, middle, and high school student tickets to HCC cultural performances during the school year.

HCC Continuing Education and Training division offered trips to the King Tut Exhibit and The White House which drew 350 attendees, Gettysburg, Pennsylvania, for a docent led tour of the battlefields entitled *Leadership Lessons from the Battlefield*, Historic Jamestown and Colonial Williamsburg, Virginia, and held educational events on campus co-sponsored by the Archaeological Society of the Northern Chesapeake.

HARFORD COMMUNITY COLLEGE
2007 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 2003	Fall 2004	Fall 2005	Fall 2006
A	Percent credit students enrolled part-time	60.2%	59.3%	58.0%	56.8%
B	Students with developmental education needs	71.4%	78.9%	77.1%	75.7%
		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount enrollment in ESOL courses	215	241	250	255
D	Financial aid recipients				
	a. Percent receiving Pell grants	12.5%	13.3%	12.4%	11.6%
	b. Percent receiving any financial aid	23.7%	25.2%	24.6%	24.4%
			Sp 2004	Sp 2006	Sp 2007
E	Credit students employed 20+ hrs/ week		N/A	62.0%	N/A

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F	Student racial/ethnic distribution				
	a. African American	10.0%	10.6%	10.6%	10.5%
	b. Asian, Pacific Islander	2.2%	2.2%	2.5%	2.6%
	c. Hispanic	2.6%	2.6%	2.5%	2.3%
	d. Native American	0.5%	0.3%	0.3%	0.4%
	e. White	81.6%	81.5%	80.2%	79.7%
	f. Foreign	0.3%	0.3%	0.6%	0.8%
	g. Other	2.8%	2.5%	3.3%	3.9%

		00 GR Cohort	01 GR Cohort	02 GR Cohort	03 GR Cohort	Benchmark FY 2010
G	Wage growth of occupational degree graduates					
	a. Median income one year prior to graduation	$13,077	$13,918	$13,849	$11,844	$13,935
	b. Median income three years after graduation	$30,423	$40,261	$43,463	$36,213	$37,626
	c. Percent increase	144%	133%	189%	205%	no benchmark

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	23,253	23,135	22,580	23,569	24,325
	b. Credit students	7,786	7,598	7,607	7,706	8,195
	c. Non-credit students	16,343	16,352	15,710	16,713	17,000

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	54.5%	59.4%	61.6%	58.3%	62.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	74.3%	70.9%	69.8%	68.0%	74.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	69.4%	64.8%	65.8%	64.8%	69.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	1,885	2,616	3,110	3,623	3,900
	b. Non-credit	377	438	462	589	600

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	46.0%	38.0%	36.0%	36.9%	40.0%

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	94.0%	94.0%	96.0%	87.8%	95.0%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2006 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	80.0%	63.0%	68.0%	N/A	70.0%

				Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years			34.1%	37.7%	43.0%

				Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students			87.2%	86.4%	87.0%
	b. Developmental completers			85.6%	85.5%	89.0%
	c. Developmental non-completers			53.9%	54.4%	54.0%
	d. All students in cohort			73.4%	75.9%	75.0%

				Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation- transfer rate after four years					
	a. College-ready students			70.6%	69.2%	72.0%
	b. Developmental completers			61.1%	64.2%	62.0%
	c. Developmental non-completers			42.5%	35.1%	40.0%
	d. All students in cohort			55.8%	56.5%	58.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	86.5%	87.1%	83.4%	84.3%	86.0%
	b. Mean GPA after first year	2.82	2.87	2.71		2.80

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with preparation for transfer	83.0%	81.0%	81.0%	72.4%	82.0%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	16.0%	17.0%	16.5%	16.4%	18.0%
	b. Percent non-white service area population, 18 or older	14.2%	14.9%	15.7%	16.6%	no benchmark

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	9.0%	9.0%	8.2%	7.0%	11.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	13.0%	12.0%	12.0%	12.8%	14.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		56.6%	56.8%	66.7%	75.0%
	b. Asian, Pacific Islander		n < 50	n < 50	n < 50	
	c. Hispanic		n < 50	n < 50	n < 50	

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		35.8%	40.7%	48.0%	58.0%
	b. Asian, Pacific Islander		n < 50	n < 50	n < 50	
	c. Hispanic		n < 50	n < 50	n < 50	

Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area:					
a. Business	40	41	44	38	46
b. Data Processing	31	16	11	16	20
c. Engineering Technology	3	6	15	6	8
d. Health Sciences	78	100	86	100	109
e. Natural Science	4	2	7	3	5
f. Public Service	31	38	42	30	43

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field.	78.0%	79.0%	86.4%	87.8%	80.0%

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with job preparation	68.0%	78.0%	81.0%	71.1%	80.0%

	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	95.0%	100.0%	100.0%	90.1%	95.0%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. Program NCLEX RN	78.0%	82.0%	88.0%	87.0%	88.0%
Number of Candidates	n = 101	n = 100	n = 90	n = 77	
b. Program NCLEX PN	100.0%	100.0%	100.0%	100.0%	90.0%
Number of Candidates	n = 7	n = 2	n = 4	n = 10	
c. Program					
Number of Candidates					

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	4,113	4,076	4,070	4,584	5,583
b. Annual course enrollments	5,712	5,810	6,148	7,075	8,375

		FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
a. Unduplicated annual headcount		1112	1,337	1,112	1,320
b. Annual course enrollments		1519	2,177	2,163	2,395

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services under contract.	51	46	51	50	58

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,164	2,735	2,287	2,482	2,882
b. Annual course enrollments	3,241	3,914	3,367	3,624	4,348

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	100.0%	95.0%	100.0%	95.0%	98.0%

Community Outreach and Impact

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29 Enrollment in noncredit community service and lifelong learning courses					
a. Unduplicated annual headcount	8,232	7,375	7,395	7,817	9,000
b. Annual course enrollments	14,923	13,859	13,277	13,949	15,900

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30 Enrollment in noncredit basic skills and literacy courses					
a. Unduplicated annual headcount	1,707	1,736	1,711	1,541	1,700
b. Annual course enrollments	5,258	4,994	5,028	4,349	4,500

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010	
31	Percentage of expenditures on instruction	43.0%	43.0%	41.0%	41.9%	44.0%	
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark 2010	FY
32	Percentage of expenditures on instruction and selected academic support	54.0%	54.0%	58.0%	55.9%	55.0%	

HOWARD COMMUNITY COLLEGE

MISSION

Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

INSTITUTIONAL ASSESSMENT

Academic, Demographic and Financial Trends

Howard Community College (HCC) continued to experience significant growth in headcount and FTEs in FY07. Fall credit headcount and FTE were up 4.7 percent and 5.4 percent, respectively. Spring credit FTE enrollment increased 6.7 percent and headcount increased 4.8 percent. The highest portion of credit students are in the 18-23 year old age group, with transfer programs the largest area of growth. Credit enrollment is projected to continue to grow at the rate of three percent a year. In FY06, the college added accelerated and mid-year programs to help address the nursing shortage; however, space limitations in the nursing program as well as the need for additional science labs have limited growth and resulted in waiting lists. The impending termination by MSDE of credit count teacher education certification for career changers is also of concern and will impact more than 4,000 career changers pursuing this pathway at Maryland community colleges. For many of these students, enrolling in graduate programs at four-year institutions is not an option, and they will be lost to the teaching profession. Continuing education has continued to see considerable growth in adult basic education and English as a second language courses. Noncredit offerings in open enrollment classes, kids on campus programs, and motorcycle safety have produced significant growth in this division, with renewed interest in management and supervisory courses including project management, entry-level allied health careers, and languages such as workplace Spanish.

Although the college is pleased with this growth, enrollment has outpaced the growth in full-time faculty each year, causing a reduction in the percentage of courses taught by full-time faculty versus part-time faculty. Due to cuts by the state and county in prior years, FY06 was the first time in several years that the college was able to address shortfalls in faculty and staff. The full-time/part-time faculty ratio improved from 40/60 in the fall 2005 to 41/59 in fall 2006. Fifteen new faculty positions have been added in the FY08 budget to improve this ratio. During the budget process, the first areas to be addressed continue to be indicators relating to the *percentage of expenditures on instruction* and the *percentage of expenditures on selected academic support*.

In FY07, the college completed three major construction projects. The Horowitz Visual and Performing Arts (HPVPA) building added 78,090 square feet to the campus, including visual and performing arts teaching spaces, a professional art gallery, faculty offices, a recital hall and a black box theatre. The college will over time raise 25 percent of the funds for this building, reducing the county's required local contribution by half. The new 103,770 square foot Rouse Company Foundation Student Services Hall (RCFSSH) houses admissions and advising, records and registration, academic support services, counseling and career services, financial aid, the test center, the finance office, the bookstore, dining services, the welcome center and security.

Together these buildings increased campus space by 39 percent. To address a parking shortfall, a 500-space parking garage was constructed and paid for with student fees. Even with this new construction, delays in the McCuan administration building renovation and the failure of the legislature to approve funds for the renovation of the Clark library building mean that the college will begin the fall 2007 semester with a deficit of lecture classroom space. The effect of the capital gains bubble has dissipated, and the local economy has participated in the national economic expansion. While economic conditions have stabilized, a slowing real estate market challenges state and local government budgets. The demands for additional spending, particularly in education and public safety, have not slowed. In addition, there is the requirement to begin funding the county's "Other Past Employment Benefits" (OPEB) by a new accounting standard (GASB 45). The two largest revenue sources in Howard County are property taxes and income taxes. In Howard County the property tax base is strong, with an anticipated 17.9 percent increase in the total assessable base. However, because of the phase-in growth limit of 5 percent, revenues from property taxes are projected to grow by 6.8 percent. Personal income in the county is anticipated to grow by 6.3 percent in FY07 and 6.75 percent in FY08. The county is predicting a strong growth rate in FY08 and agreed to give the college a 16 percent increase to assist in funding the second half of FY08 operating costs for the two new buildings and garage.

The FY08 state budget submitted by the governor was only 2.5 percent greater than the FY07 budget. After the budget passed, the governor asked all state agencies to reduce funding by a total of $200 million. Target reductions to FY08 budgets averaged 2.5 percent across the board. In FY06, the state legislature passed a revised Cade formula and funding to community colleges is anticipated to grow from 25.5 percent in FY08 to 30 percent by 2013. However, since the formula is based on the four-year institutions' FTE rate, the increases could be miniscule or non-existent if the four-year institutions' funding is reduced. Because the state reduced revenue with a tax cut in 2002 and then increased government spending by $1.3 billion in the same year with the Thornton funding, the structural budget deficit will have a dramatic impact on all state activities in the near term. The college must continue to be prudent in its spending practices and slow or reduce spending in FY08 until the legislature takes final action on this deficit.

With the opening of the two new buildings and the parking garage this year, a tuition increase was needed to help defray increased operating costs and needed faculty positions. Tuition will increase four dollars per credit hour or 3.6 percent for FY08, bringing tuition to $114 per credit hour. Three dollars of this $114 will be used to fund the cost of the Horowitz Visual and Performing Arts Building, and the remaining $111 dollars will go toward operations. With the FY07 tuition increase, HCC's indicator for *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions* exceeded the benchmark limit by one percentage point. The impact on tuition levels in FY08 and beyond will be determined by county and state funding.

To help manage growth and its accompanying challenges, the college continues efforts to improve through self-assessment. After earning the Maryland Performance Excellence Awards Program bronze award for two years, the college was recognized this year with the silver award. HCC is the first Maryland community college to receive these distinguished awards. The college uses the feedback from trained examiners to improve the college's management system and services.

Benchmark Assessment

Howard Community College is committed to the goals identified in the *2004 Maryland State Plan for Postsecondary Education* and MHEC's accountability process for community colleges and aligns with these goals its own strategic initiatives: learning community, access and affordability, economic and workforce development, organizational excellence, and accommodating growth and change. Each year these initiatives drive the annual plans (institutional, core work unit, and individual) and budgets, and the college's board of trustees has found the MHEC community college indicators to be particularly useful in guiding these plans.

Access and Affordability

The college is committed to attracting and retaining a rich diversity of students to its programs and learning communities, eliminating barriers to learning, and responding quickly to the evolving needs of the community it serves. To this end, HCC provides open access and innovative learning systems, along with a number of continuing and new programs that address issues of access, to meet the changing needs and interests of a diverse and dynamic community. Efforts to support institutional goals for growth in enrollment have resulted in good progress toward the benchmarks for *annual unduplicated headcount*. *Annual unduplicated credit headcount* has shown consistent growth in each of the four years reported, while *non-credit headcount*, after declining somewhat in FY05, moved toward the benchmark in FY06. The college's *market share of first-time, full-time freshmen and market share of part-time undergraduates* remained stable in FY06. The *market share of recent college-bound high school graduates in the service area* consistently moved toward the benchmark over the last four years. Institutional data show that the college's applicant pool continues to strengthen; however, due to the affluence of service area residents and the services these students seek and can afford, the college's recruitment efforts continue to be challenged when competing with nearby four-year institutions. HCC continues to expand educational opportunities by increasing programs, delivery methods, sections and space, and analyzes the impact of these improvements to ensure effectiveness. HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion, and *credit enrollment in online courses* continued to grow this year to within seven students of the benchmark, while *non-credit enrollment in online courses* declined in FY06.

The college uses technology to support instruction, learning, student services, and business processes. The academic use of technology is driven by faculty initiatives, instructional and certification requirements, competition, and access to electronic learning resources for credit and noncredit students. The newly opened RCFSSH and the HVPA buildings provide the latest in technology architecture and learning support systems, such as wireless Internet capability, increased bandwidth to individual desktops, and installation of a new Internet café. The college's new website utilizes a customizable content management system (CMS) that provides convenient access to information, online tools, and learning resources. Funding for this project was made possible through the State's Innovative Partnership for Technology Program, which provided matching funds for donations from private and public organizations.

Additionally, the college maintains 70 computer labs to assist with the instruction of English, math, science, multimedia, computer certifications, health care, and business training. Using integrated technology, the college provides web access to registration, grades, financial aid,

schedule information, and communication, and the college's business processes and operations are managed through a centralized administrative management database. The college's Technology Advisory Board, consisting of Howard County business and technology leaders, provides input for planning programs and campus technology initiatives, developing partnerships, and securing resources.

Other major technology initiatives this year included the expansion of document imaging, increased network storage for students and staff, and migration of Novell servers to Microsoft. Based upon the college's technology plan, forthcoming initiatives include the implementation of Datatel's Colleague Release 18, upgrade to WebCT version 6, deployment of smart card technology, and development of a student portal. Together, these initiatives and improvements enrich students' learning experiences and enhance the college's business processes. HCC was recently named as one of 2007's top tech-savvy community colleges by the Center for Digital Education and the American Association of Community Colleges.

To improve affordability and minimize financial barriers to higher education, HCC processed more than $6.9 million in funding, consisting of grants, scholarships, and student loans, to over 2,600 students in FY06. At least $594,000 came from institutional operating funds allocated for need-based grants. In addition to funding from the U.S. Department of Education, the college provided over $58,000 to fund student employment opportunities, and the HCC Educational Foundation provided over $259,000 for student scholarships.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

The college is dedicated to inspiring learning and providing opportunities for the lifelong pursuit of personal and professional goals. An important measure of successful learning is goal achievement, and rates of *graduate satisfaction with educational goal achievement* have been high, ranging from 94 to 98 percent. After four years, 38.7 percent of the fall 2002 cohort *requiring developmental coursework* had completed this coursework. Based on recommendations of the college's Retention and Developmental Education teams, a number of programs are in place to improve developmental completion. For example, the Step UP mentoring program helps a cohort of at-risk students take a more active role in their academic progress and feel connected to HCC, thereby improving success and retention. The impact of this program and all of these strategies is evident in the *successful persistor rate after four years*, where developmental completers achieved rates that met the 90 percent benchmark, out-performing students who were college-ready or had not completed their developmental requirements.

With a goal of eliminating barriers and facilitating smooth transfer to four-year institutions, the college has undertaken initiatives to improve the *graduation/transfer rate after four years* of college-ready students, developmental completers, and non-completers alike. The college's advising website provides general transfer information as well as information about limited enrollment programs, transfer requirements for institutions in and outside of Maryland, and transfer events and activities. In addition to fall and spring transfer fairs, college representatives conducted programs on campus, and students visited a number of regional campuses. With a goal to increase retention, transfer, and graduation rates of low income, first generation, and/or students with disabilities, the college's Student Support Services program offers academic advising, personal and career counseling services, individualized tutoring, and assistance by academic

specialists. Last year the program resulted in 100 percent of participants either persisting at HCC, transferring, or earning a degree or certificate from a postsecondary institution. The college monitors National Student Clearinghouse output to help discern how many students are transferring to private Maryland or out-of-state institutions and continues to watch the transfer rate to Maryland public institutions. Students transferring to USM campuses from HCC continued to do well, with a *mean GPA after the first year* between 2.6 and 2.7. *Graduate satisfaction with transfer preparation* increased, exceeding the benchmark for 2005 graduates.

Diversity

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, and provides varied and inclusive programs and support for all constituencies of the community. In fall 2006 the *minority student enrollment as a percent of service area* population remained above the service area-based benchmark. HCC is committed to diversity in its curriculum by pursuing a multidisciplinary approach to issues, with a focus on global history, culture, contributions, and perspectives. To provide students with first-hand access to other cultures, HCC offers study-abroad opportunities for students and community members in China, Mexico, Italy, Greece, Turkey, Denmark, and Scotland.

The board of trustees committed HCC to expand equality of opportunity and efforts to recruit minority faculty and staff. To this end, the college vigorously pursued activities and expanded relationships, such as enhancing EEO reporting capabilities of the college-wide recruitment and applicant tracking system, increasing the number of partnerships with local minority organizations, advertising all full-time faculty positions nationally and in diverse publications, and expanding faculty and staff training initiatives related to smart hiring practices. The percent minorities of full-time faculty declined slightly in fall 2006, while the percent minorities of full-time administrative and professional staff nearly approached the benchmark. The college continues to monitor these indicators and assesses strategies to improve diversity on campus.

The *successful persistor rate after four years* of African American students continued to improve from 56 percent for the 2000 cohort to 63 percent for the 2002 cohort, while the *graduation/ transfer rate after four years* decreased slightly. The *successful persistor rate* and *graduation/transfer rate after four years* for the 2002 Asian/ Pacific Islander cohort was 88 percent and 70 percent, respectively, and exceeded the benchmark. The college continues to closely watch the success rates of all students and has implemented a series of initiatives to positively impact these rates. Among them is the Silas Craft Collegians program, a unique learning community that provides transfer and career preparation, academic advising, tutoring, mentoring, internships, and a variety of cultural experiences, extracurricular activities, and scholarship opportunities targeted to the retention and success of at-risk students. Another strategy adopted to improve persistor and transfer/graduation rates of minority and all students is mandatory tutoring for third-time developmental math or English repeaters, which has resulted in a 40–50 percent successful pass rate for students who had been repeatedly unsuccessful. In addition, trained faculty and staff participate in a mentoring and coaching program, Step UP, which extends many of the successful strategies of the Silas Craft Collegians program to a different cohort of students. There are a number of other programs designed to increase success rates, and these programs have a high rate of minority student participation. Two of the longest

running programs are the Learning Assistance Center's tutoring services and specialized ESL support in writing. The FYE program has increased success and retention rates for students in classes with FYE objectives over stand-alone sections. The availability of on-campus child care at the Children's Learning Center and mandatory study halls for athletic program participants also support student success and retention.

Economic Growth and Vitality

HCC is committed to a leadership role in workforce training and in supporting economic and workforce development efforts within the county. Using the expert recommendations of civic and business leaders on the college's Commission on the Future, HCC plans ways to better serve the area's higher education needs. To develop a highly qualified workforce and to respond effectively to shifting workforce needs, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland. The numbers of health services *occupational program associate degrees and credit certificates awarded by program area* increased by 32 percent in FY06 to exceed the benchmark, while remaining stable or decreasing for other program areas.

Dependent on the availability of training dollars and the needs of the organizations served, the *number of business organizations provided training and services under contract* and *enrollment in contract training courses* decreased in FY06. *Employer satisfaction with contract training* met the benchmark of 100 percent over the past three years; however, because 80 percent of Howard County businesses have fewer than ten employees, the client base and training needs are limited. Unduplicated headcount and annual course *enrollment in noncredit workforce development courses* moved toward benchmark levels in FY06. Employers continued to rate their satisfaction high and HCC graduates well-prepared for employment. Because of the very small number of responses to the statewide follow-up survey and the resulting large variations in ratings, the college continues to consider alternative ways to monitor *employer satisfaction with career program graduates,* which increased to 83 percent for employers of 2005 graduates. Eighty-nine percent of 2005 career program graduates were *employed full-time in a related field,* surpassing the benchmark. With 100 percent *graduate satisfaction with job preparation,* the benchmark for 2005 graduates was exceeded. Unduplicated *enrollment in continuing professional education leading to government or industry-required certification or licensure* increased slightly in FY06, while annual course enrollments decreased.

As a result of a number of initiatives taken in prior years to promote successful program completion and increase the *licensure/certification exam pass rates* for the NCLEX-RN and PN, the rates for both increased to exceed benchmark levels in FY06. The *licensure/certification exam pass rates* for the EMT-Basic exam increased to 100 percent in FY06.

Community Outreach and Impact

HCC is an agile institution, responsive to the needs of the community it serves. A summary of how the college serves its key constituencies is included in the Community Outreach and Impact section below. Unduplicated headcount and annual course *enrollment in noncredit community service* and *lifelong learning courses* remained high in FY06, although at somewhat lower levels than in FY05. Annual course *enrollments in noncredit basic skills and literacy courses* increased toward the benchmark in FY06.

Effective Use of Public Funding

The college values and believes in responsible fiscal management of the college's resources from local and state government. In two indicators of cost effectiveness, the *percentage of expenditures on instruction* and the *percentage of expenditures on instruction and selected academic support*, the college remained above benchmark levels in FY06.

RESPONSE TO COMMISSION QUESTION

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

There has been a steady decline in the number of data processing awards at Howard during the past four years from 16 to 10, dropping the college below its benchmark of 13.

Most of the degree activity in Data Processing has been in information technology. Neither the industry nor enrollments in this area have rebounded to activity levels before the crash. It appears that the IT industry has restructured itself and that the diminished number of the "pure" IT professions that existed in this category, as opposed to bioinformatics or forensics, is permanent. The college has revised the benchmark for this program area to 10.

COMMUNITY OUTREACH AND IMPACT

Howard Community College is dedicated to establishing strong community connections and prides itself in being a vital partner in the intellectual, cultural, and economic life of the community. The college takes a leading role in workforce training and in supporting economic development efforts within the county by nurturing community, business, and educational partnerships, and by cultivating positive relationships with all segments of the community.

Collaboration with Other Educational Organizations

HCC has entered into partnerships with local and distant four-year institutions, other Maryland community colleges, and the Howard County Public School System (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 maximize resources and provide concrete benefits for students and community members.

To enhance educational opportunities for stakeholders in the area, HCC continues its partnerships at the Laurel College Center (LCC) to provide noncredit occupational and personal enrichment classes and credit courses with associate degrees in applied information technology, business administration, criminal justice, and general studies. HCC continues to partner with Carroll and Frederick community colleges to share high-cost allied health programs through the Mid-Maryland Allied Healthcare Education Consortium, and these colleges are currently exploring the idea of a joint facility. Opportunities for faculty visits, international studies, and exchanges linked to programs at international institutions were available as a result of the college's partnerships with foreign and local

institutions. This year, 150 HCC students studied abroad.

With representation from a broad range of public and private, in-state and out-of-state colleges and universities, HCC held general and specialized transfer fairs in fall and spring. In fall 2006 representatives from more than 70 institutions were available for the 850 students and other community members who sought first-hand information about transfer opportunities.

The college partners with four-year institutions and public high schools to enhance its student-centered teacher education learning system in support of a statewide initiative. In fall 2007 the College of Notre Dame will partner with HCC at the LCC to offer Liberal Arts/Elementary Education with dual certification in Special Education. In addition, HCC partners with the Howard County Public School System (HCPSS) to provide over 400 students each year with field experience required for teacher education courses. For the fifth year, HCC invited 75 students from ten county high schools to learn about the early childhood development and teacher education programs on campus. In summer 2006, HCC began offering the Alternative Teacher Preparation Program (formerly Resident Teacher Certificate) for the HCPSS, and in the fall HCC will accept up to six articulated credits for students who complete the high school teacher academy or early childhood development course work and then enroll as a teacher education major.

The college's executive team and senior staff meet regularly with the HCPSS leadership team to address issues of common concern and to identify strategic collaborative initiatives. In one initiative to increase the number of Americans learning critical need languages, 74 Howard County high school students participated in HCC's World Languages Program in summer 2007. Between 200 and 300 high school students concurrently enroll at HCC each year.

Designed to facilitate the transition of high school students with disabilities to postsecondary education and to increase the success rate and retention of HCC students with disabilities, the college's Project Access program sponsored a college fair, which provided information about admissions procedures and disability support services from 30 two- and four-year institutions and career schools. The program also held a conference for parents and professionals to improve the outcomes of postsecondary education for individuals with disabilities. Beyond the summer institute, which offers instruction in reading, writing, math, study skills, college survival skills, and drama, the program also offers year-round mentoring to participants.

Collaboration with Business and Industry

As a central player in Howard County's economy, HCC continues and strengthens its collaboration with the business community. HCC has formed partnerships with numerous organizations, including the Howard County Chamber of Commerce, Howard County Government, Howard County General Hospital, and the Columbia Association. The college continues to plan for and implement the recommendations of its Commission on the Future, a group of civic and business leaders who provide a community perspective about how the college can better serve the area's higher education needs.

As part of a cooperative effort with all Maryland community college, HCC continues to host the Maryland Community Colleges' Business Training Network, providing businesses access to

every workforce training course at all Maryland community colleges and contributing to a favorable environment for economic development and a well-trained workforce. To increase efficiency and ease of use, the college is looking forward to upgrading to a web-based system, dependent on state funds available.

Each fall and spring more than 80 government agencies, large corporations, small businesses, and non-profit organizations participate in HCC's community job and career fairs. HCC Jobs Online, a web-based system designed to help job seekers find career opportunities and employers find potential employees, expanded placement opportunities this year.

The college has been approached by the Howard County Police Department and Howard County Fire and Rescue about the joint development of a police academy program and a fire science program, respectively. The college is undertaking these initiatives with a target date of fall 2008.

Community Connection

HCC is dedicated to joining its many community partners to ensure a valuable contribution to the learning needs of all citizens. On campus and off, the college continuously seeks opportunities to be involved in the community's life and to cultivate positive relationships with all segments of the community. The college is encouraged by the number and variety of community stakeholders engaging the college in the discussion of their educational needs. Faculty and staff are encouraged to participate in the county's Board Bank to provide service for local arts, educational, and human services nonprofit organizations, and many serve on the college's Speaker's Bureau, providing expert speakers for community meetings and special events.

Each year the college sponsors a number of joint community and cultural events on topics such as ethics, communication across cultures, and wellness. This year the *On Campus* series, sponsored by Howard Bank, offered more than three dozen events featuring speakers, seminars, workshops, exhibits and performances for students and community members. As part of an ongoing community initiative in Howard County, a "Choose Civility" forum, led by the Howard County Library, was held at HCC to promote respect, empathy, consideration and tolerance. One major art exhibit in the college's newly opened Rouse Company Foundation Gallery featured unique works from the "Russian Realism: Stalin to Perestroika 1935-1989" collection. Other events included a family sky watch, concerts, theme dinners, and classes on topics such as English afternoon tea and holiday entertaining at the Belmont Conference Center.

The Mediation and Conflict Resolution Center (MCRC) at HCC promotes peaceful resolution of conflicts by providing mediation and conflict resolution education and training for the college community and for the community of Howard County. This year the MCRC helped more than 200 individuals resolve their conflicts through mediation. The MCRC planned and co-sponsored Maryland's First Annual Conference on Restorative Justice, which was held on campus. The Center has established a partnership with the Howard County District Court to offer mediation as an alternative to court hearings.

A number of campus and community events were centered on HCC's third Book Connection project. *The Kite Runner* engaged the college community in reading and participating in a variety of shared learning experiences based upon issues and ideas raised by the book's content.

Students, faculty, staff, and community members attended events to promote productive dialogue, critical thinking, and intellectual enrichment in an effort to foster greater understanding and appreciation of diverse perspectives and world views.

HCC collaborates with the community to create meaningful service experiences that extend classroom learning and encourage civic engagement, community awareness and personal development. Over 360 students engaged in curricular and co-curricular service learning projects this year. Conversation Partners, pairing English composition students with students learning English in the college's English Language Institute (ELI), provided opportunities for students studying Spanish to tutor Hispanic children in after-school programs as well as adults learning English at community centers, and interior design students to update a residential home for adults with developmental disabilities. In addition to outreach in the community, HCC's Alternative Break program, in partnership with national and international communities, provided training and immersed students in service experiences designed to enhance mutual awareness and lifelong learning. During holiday breaks, HCC students and advisors helped to rebuild homes in the gulf states and volunteered with community agencies in Florida. In recognition of the civic engagement of students, faculty and staff, HCC was one of 8 colleges and universities in Maryland to be named to the first President's Higher Education Community Service Honor Roll.

The college's commitment to local businesses and the community extends beyond the classroom by providing meeting and event space for local educational, business, and community groups. Support of community non-profits on a college-wide basis includes the United Way, student Thanksgiving food drive, the college's Helping Hands Fund, and the holiday giving tree.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	64.7	63.7	61	61.3
B.	Students with developmental education needs	65.7	62.6	63.6	65.7

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount enrollment in ESOL courses	1619	1730	1854	1930
D.	Financial aid recipients				
	a. Percent receiving Pell grants	10.2	12.7	11.2	10.6
	b. Percent receiving any financial aid	21.7	28.3	27.6	26.4

		Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week	n/a	53	n/a

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	19.8	21.0	20.8	20.2
	b. Asian, Pacific Islander	8.0	8.6	9.3	8.7
	c. Hispanic	3.6	3.7	3.7	3.9
	d. Native American	0.4	0.3	0.6	0.6
	e. White	61.8	60.1	58.5	55.1
	f. Foreign	4.4	5.0	6.0	5.5
	g. Other	1.9	1.3	1.2	6.0

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	16,620	15,854	15,128	19,477
	b. Median income three years after graduation	48,037	48,238	52,419	47,758
	c. Percent increase	189	204	247	145

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	22,312	23,751	23,548	23,729	26,642
	b. Credit students	9,262	9,545	9,950	10,135	11,535
	c. Non-credit students	13,640	14,722	14,221	14,253	15,701

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	40.3%	37.5%	42.5%	42.4%	45.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	67.1%	67.0%	66.7%	66.5%	70.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	39.6%	40.8%	41.6%	43.8%	45.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	2,268	2,319	2,499	2,555	2,562
	b. Non-credit	462	535	564	392	623

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	51.3%	52.8%	52.4%	56.0%	55.0%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7 Graduate satisfaction with educational goal achievement	98	96	94	94	98%

	Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8 Non-returning student satisfaction with educational goal achievement	71	75	69	n/a	75

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9 Developmental completers after four years		38.7	37.3	38.7	40

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10 Successful-persistor rate after four years					
a. College-ready students		94.9	85.3	83.1	90
b. Developmental completers		89.1	89.3	90.6	90
c. Developmental non-completers		55	52.4	52.7	60
d. All students in cohort		76.8	74.5	75	80

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11 Graduation-transfer rate after four years					
a. College-ready students		75.2	72.7	68.7	80
b. Developmental completers		65	64.9	66.9	70
c. Developmental non-completers		37.1	35	36.7	35
d. All students in cohort		56	56	56.6	60

	AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12 Performance at transfer institutions:					
a. Percent with cumulative GPA after first year of 2.0 or above	87.3	83.4	78.9	83.4	85
b. Mean GPA after first year	2.73	2.74	2.55	2.73	2.74

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13 Graduate satisfaction with transfer preparation	80.7	82.4	76.6	89.3	83

Diversity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14 Minority student enrollment compared to service area population					
a. Percent non-white enrollment	31.9	33.6	34.3	35.5	35
b. Percent non-white service area population, 18 or older (not benchmarked)	29.2	30.4	31.8	33.3	n/a

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15 Percent minorities of full-time faculty	18.8	20.5	20	18.9	23

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16 Percent minorities of full-time administrative and professional staff	24.7	22	22.9	22.8	23

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17 Successful-persistor rate after four years					
a. African American		55.8	59.3	62.9	65
b. Asian, Pacific Islander		76	70.2	88.1	75
c. Hispanic		n<50	n<50	n<50	n/a

		Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18 Graduation-transfer rate after four years					
a. African American		40	44.9	39.1	50
b. Asian, Pacific Islander		65.6	52.4	69.7	60
c. Hispanic		n<50	n<50	n<50	n/a

Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area:					
a. Business	6	17	17	10	20
b. Data Processing	15	15	10	10	10
c. Engineering Technology	7	11	14	10	14
d. Health Services	78	82	106	148	110
e. Natural Science	0	0	0	0	0
f. Public Service	5	10	6	3	8

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field.	75	89	95	89	85

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with job preparation	85	84	85	100	90

	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	100	91	80	83	90

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. NCLEX - RN	98	94	91	94.2	93
Number of Candidates	49	52	43	69	
b. NCLEX - PN	100	100	92	100	97
Number of Candidates	16	24	24	15	
c. EMT -B	81	71	94	100	85
Number of Candidates	31	21	17	20	

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	6,421	7,708	7,010	7,172	7,740
b. Annual course enrollments	9,347	10,282	9,930	10,159	10,964

	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.				
a. Unduplicated annual headcount	3,869	4,025	4,086	4,444
b. Annual course enrollments	4,984	4,974	4,862	5,492

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services under contract.	63	66	61	‹ 45	65

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,903	5,942	5,154	4,458	5,690
b. Annual course enrollments	7,402	7,948	7,311	6,441	8,072

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	94.6	100	100	100	100

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Community Outreach and Impact

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29 Enrollment in noncredit community service and lifelong learning courses					
a. Unduplicated annual headcount	4,897	5,375	5,352	5,307	5,909
b. Annual course enrollments	9,650	10,305	10,248	9,908	11,315

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30					
Enrollment in noncredit basic skills and literacy courses					
a. Unduplicated annual headcount	2,172	2,171	2,368	2,279	2,614
b. Annual course enrollments	4,312	4,185	4,572	4,869	5,048

Effective Use of Public Funding

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31 Percentage of expenditures on instruction	51.5	53.6	53.8	53.2	50

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32 Percentage of expenditures on instruction and selected academic support	58.9	60.8	61.4	60.1	58

MONTGOMERY COLLEGE

MISSION

Montgomery College (College) is a two-year multi-campus institution of higher education that is dedicated to academic excellence in teaching and learning with a primary focus on the success of its students. The mission of Montgomery College is incorporated in the following proactive statements:

CHANGING LIVES
We are in the business of changing lives. Students are the center of our universe. We encourage continuous learning for our students, our faculty, our staff, and our community.

ENRICHING OUR COMMUNITY
We are the community's college. We are the place for intellectual, cultural, social, and political dialogue. We serve a global community.

HOLDING OURSELVES ACCOUNTABLE
We are accountable for key results centered around learning. We will be known for academic excellence by every high school student and community member. We inspire intellectual development through a commitment to the arts and sciences. We lead in meeting economic and workforce development needs.

WE WILL TEND TO OUR INTERNAL SPIRIT

INSTITUTIONAL ASSESSMENT

Significant Academic Trends

As stated above in the College's mission statement, changing lives and enriching the lives of the Montgomery County community, by way of access to exemplary educational and cultural experiences, are the primary roles of Montgomery College. The College is a gateway to endless possibilities – and upon entry to Montgomery College, students, the majority of whom are residents of Montgomery County, prepare for success in the broadest context. In other words, students who attend Montgomery College acquire the skills, knowledge, and experience that are necessary to succeed academically, socio-culturally and professionally in the broader community.

Students attend Montgomery College for a wide range of reasons – from transfer preparation to the acquisition of a degree; from personal enrichment to updating job skills. In fact, more than half of the student body in fall 2006 was enrolled in transfer programs. Therefore, it is reasonable to suggest that many students attend the College in preparation for transfer to a senior college or university. When academic success trends are examined, serious consideration must be given to measures that go beyond the degree seeking perspectives. Student intent and the mission of Montgomery College go well beyond that perspective.

Degree Progress Model

A reasonable approach to assess the College on a measure of student success is the degree progress model which examines the degree to which students progress or persist toward a degree and/ or transfer to a four-year college or university. The model incorporates a cohort analysis of first-time students who attempted 18 credits over a two-year period. From this perspective, students who fit this criterion are perceived to be serious about pursuing a degree, have a desire to transfer to a four-year college/university or prepare for employment in some area of interest. In addition to measuring the success of all students that meet the general cohort description collectively, the persistence or progress of three distinct student groups also are examined: (1) students who entered the college academically prepared for college level work, (2) students who completed all recommended developmental courses and (3) students who did not complete all of the recommended developmental courses.

Graduation, Transfer and Persistence

In general, many students attend Montgomery College with the intention to graduate and/or transfer to four-year colleges and universities: some students graduate then transfer; but most transfer without the benefit of an award. Data on three entering cohort groups (fall 2000, fall 2001 and fall 2003) revealed that 47 to 49 percent of the students in these groups graduated and/or transferred to a four-year college or university within four years of entering Montgomery College. College-ready students (51.1 to 61.8 percent) were much more likely to graduate and/or transfer within four years than were students who had completely addressed their developmental needs (43.4 to 48.7 percent) and those who did not complete their developmental course work (29 to 37.6 percent). When data for all student groups were combined, not considering degree of college readiness, and examined by race/ethnicity, African-American (46.1 to 52.4 percent) and Hispanic (35.3 to 38.1 percent) students were far less likely to graduate and/or transfer within four years than white (51.6 percent to 53.2 percent) and Asian (51.2 to 53.3 percent) students – and that phenomenon was true across all cohort groups.

Clearly, not all students graduate or transfer within four years. Many other students continue to persevere on the path of success for a stretch of time that goes beyond the four-year mark. It must be noted that many factors impact students' trek toward the successful completion of their goal. For example, more than 62 percent of the students enroll on a part-time basis. A large number of students enter the College with developmental education and English language needs that must be addressed before they can move forward. In addition, many students are employed. A recent survey revealed that almost 60 percent of credit students were employed for more than 20 hours a week which strongly suggest that the demands of employment and family responsibilities might very well create yet another obstacle to success for some students. Hence, when these factors are realistically considered, it is more than plausible to argue that four years is not necessarily enough time for many students to accomplish their educational goal. Consequently, persistence beyond that four-year mark is not uncommon for many community college students. An interim measure of success is the completion of 30 or more credits with a minimum cumulative grade point average of 2.0. This measure of success characterizes students who are earnestly persisting toward their goal. When this measure is taken into account along with the graduation/transfer rates, it revealed that 74.8 percent of the 2000 cohort, 71.8 percent of the 2001 cohort and 73

percent of the 2002 cohort had persisted academically toward their goal after four years of entry.

Differences in persistence rates emerge when the data are disaggregated by race/ethnicity. Across cohort groups, the data has consistently shown that Hispanic (59.9 to 64.6 percent) and African-American (65.1 to 70 percent) students lag behind in the successful-persistence rate of Asian (75.3 to 80.1 percent) and white (68.9 to 77.2 percent) students. For the most recent data, the disparity in success is as much as 15.6 percentage points. It is very difficult to set benchmarks for the degree progress indicators because there is very little the College can do to impact the success of students in the earlier cohort groups (fiscal 2000 through 2003). However, there is still a window of opportunity to effect change in the lives of students in the latter groups. The benchmarks that have been set for the degree progress indicators represent a commitment on the part of the college to improve the success of African and Hispanic American students.

Transfer Success

According to an article in the New York Times (April 27, 2006), Montgomery College is considered to be one of 10 community colleges in the country most frequently cited as successful in preparing its students for transfer. In fact, "interviews with more than a dozen scholars who have examined the practices and results of two-year colleges..." revealed that Montgomery College was... "among those frequently named as models." A large number of students transfer with great promise each year to other institutions of higher education. In fiscal 2006, almost 5,000 students who had earned at least 12 credit hours had transferred to a senior college or university. To ease the transition to senior institutions, the College makes use of numerous support programs or activities to help students in the transfer process. Some of the efforts the College employs to strengthen the educational processes and opportunities that influence graduation and transfer success of Montgomery College students include:

- Providing workshops and transfer days throughout the year and inviting local and regional colleges to come to the College to provide students with information;
- Helping students with transfer applications at the College's career and transfer centers;
- Working with the University of Maryland College Park and other colleges in the state to increase the transfer success through improved processes, shared resources and new partnerships; and
- Establishing program related articulation agreements with four-year Colleges and Universities, in and out of state.

When students make the decision to transfer, they attend colleges and universities all over the country (e.g., the University of Maryland, American University, Boston University, Cornell, Howard University, Temple, Yale, Morehouse, George Mason, Georgetown, Harvard, MIT, Pratt Institute, Stanford, and Clark Atlanta University).

Academic Performance and Goal Achievement

Montgomery College students who transferred to Maryland public four-year colleges and universities have consistently been in good academic standing at the transfer institutions. Data from the University System of Maryland show that one year after transfer, these students

generally perform at an above average level with a collective grade point average (GPA) that ranged from 2.63 to 2.82. In fact, the most recent data revealed that more than 81 percent of the students earned cumulative grade point averages at or above 2.0 with a range of 79.8 to 83.5 over a four year period. The College anticipates the academic performance of its students at transfer institutions will show continuous improvement as reflected in the benchmarks set for these indicators.

Students' perception about their educational experience and preparation is important feedback to the College. It provides a gauge on which the College can assess its effectiveness through the lenses of its students. In addition to the factual information like student GPA, survey data provides information, from a student's perspective, on how well the College performs in specific areas of interest. For example, a triennial survey has time and again shown that graduates are quite satisfied with their educational goal achievement upon graduation from Montgomery College: 93 to 99 percent of respondents reported that they were satisfied or very satisfied. A large percentage of respondents also reported that they were satisfied with the academic preparation for transfer to four-year colleges and universities (79 to 91 percent).

Data from another recent survey revealed that 82 percent of non-retuning students were reasonably satisfied with the degree to which they achieved their educational goal. In other words, students who were enrolled in the spring and did not reenroll the subsequent fall semester reported that even though they had not returned to the College, they were satisfied with their accomplishments. The College has no influence on external factors that impact a student's decision to return. However, the College is responsible for providing students with educational experiences that lay the foundation for success. As such, the College will hold itself accountable to an 85 to 92 percent range in satisfaction ratings on all survey related data.

Academic Preparation for Employment

While attending Montgomery College, students acquire knowledge that is transformed into academic and life skills that are adaptable to the world that goes beyond the boundaries of the campuses. Four years of survey data support that statement. For example, survey data has revealed that many career program graduates (74 to 83 percent) were employed full-time in occupations associated with their academic program areas; and they were generally satisfied with the preparation for employment (76 percent to 93 percent) they acquired while attending Montgomery College. In addition, employers of the College's graduates have consistently reported that they were satisfied (83 to 100 percent) with the level of academic and skill preparation that Montgomery College graduates brought to the workplace. The perceptions of graduates and employers confirm the quality of education that Montgomery College provides its students as well as the life skills that students take with them to the employment arena. These valued-added outcomes validate the importance of acquiring knowledge and skill sets that can only be obtained through exposure to higher education. Consequently, graduates and employers will continue to express their satisfaction with graduates' job preparation as reflected by the targeted benchmarks in this area.

Academic preparation for employment also influences income. A recent analysis of wage data revealed that on average, students who earned a degree in occupational programs at Montgomery College earned more than $20,000 in additional wages three years after graduation compared to their earnings the year prior to graduation. This analysis suggests that earning a degree makes a substantial difference in income potential.

Licensure Passing Rates

Graduates in the Radiologic Technology and Physical Therapy Assistant (PTA) programs were academically prepared for the certification exam as reflected by the 100 percent pass rate in fiscal 2006. One hundred percent of the Radiologic Technology graduates who sat for the licensure exam passed on the first attempt for four consecutive years (fiscal 2003 through fiscal 2006). In fiscal 2006, the performance of Physical Therapy graduates who sat for the exam rose to 100 percent following a 75 percent pass rate during the previous year. Eighty-seven percent of the nursing graduates who sat for the licensure exam in Maryland during fiscal 2006 passed on their first attempt, which is a sign of significant improvement compared to the performance over the past three years (85 to 78 percent). However, the first-time passing rates for all FY 2006 Montgomery College nursing graduates, regardless of where in the country they took the exam, was 93 percent. The data suggest that the improvement in the performance of nursing graduates can be attributed to the various efforts that were instituted over the past couple of years.

Faculty in the health science programs, including physical therapy and nursing, have taken a closer look at the academic performance in prerequisite courses like anatomy and physiology and English as predictors of success. Data have shown that students who do well in these and similar courses have a much better chance of being retained and succeeding in the health science

programs. In the fall 2006 semester, student performance in these courses was used as a factor of consideration for admission in the PTA program. In the area of Nursing, students are allowed to move to the succeeding course with a minimum course average of 75 percent. Examination questions for all nursing courses were revised. Also, the addition of Meds Publishing On-line NCLEX review has contributed to the recent rise in performance. Implementation of these changes has placed the College in a stronger position to help students perform better on the licensure examinations and consequently help the College achieve the goals that have been set for each of these areas. It should be noted that the nursing/allied health area was identified as one of six critical shortage areas in a report entitled *Addressing Maryland's Critical Workforce Shortages: A Strategic Vision from Maryland's Community Colleges*. In light of the State's need to address this shortage area, it is vitally important that MC students perform in these program areas. Therefore, the College has set benchmarks according to how well it expects its students to perform on these licensure exams, which are substantially higher than those required by the licensing bodies for each of these career areas.

Significant Demographic Trends

Montgomery College is a multi-ethnic institution that, in a real sense, serves a global community. There were 174 countries of origin represented by non-US citizens within the student body in the fall semester of 2006, whereby international students represented about 32 percent of the enrollment. In fact, the Chronicle of Education reports that, in terms of global diversity, Montgomery College is proportionately one of the most diverse community colleges in the country. Montgomery County is very diverse both ethnically and culturally -- and the number and percentage of non-white residents with various cultural backgrounds are rapidly increasing. Actually, the College is more diverse than the county jurisdiction in which it resides. The most recent census information (2006) revealed that 42.9 percent of county residents who were 18 years of age or older were non-white. Hispanic or Latino residents are the fasting-growing segment of the population in the county – and have been since 1990. Consequently, the change in the race/ethnic demographics and characteristics of Montgomery County has progressively impacted and will continue to impact the diversity of Montgomery College's student body. Following are some demographic highlights:

Credit Enrollment

When market share data over a four year period (fall 2003 to fall 2006) was examined – that is, when college enrollment data about residents of Montgomery County was examined, it revealed that on average, 45 percent of all first-time full-time students and approximately 73 percent of first-time part-time students who enrolled at any Maryland college or university enrolled at Montgomery College. In addition, Montgomery College typically enrolls about 60 percent of recent Montgomery County public high school graduates who attend any college in Maryland. Following are some demographic descriptors of Montgomery College's student body:

● In fall 2006, non-white students represented 53.5 percent of the student body; 38.3 percent were white, while the remaining 8.2 percent were foreign. African American or Black students were the largest single non-white group at Montgomery College, and accounted for

more than a quarter of the student body. Hispanic and Asian American students, 13.6 and 13.5 percent, respectively, accounted for an almost equal proportion of the student body.

- More than half of the students (58 percent) worked more than 20 hours a week.
- Almost two thirds of Montgomery College students attended on a part-time basis.
- There were 8,639 enrollments in English for speakers of other languages (ESOL) in fiscal 2006 – an 18.3 percent increase above the figure for fiscal 2005 and a 52.6 percent increase over three years.
- On average, nearly forty percent of first-time credit students enter the College with one or more developmental needs.
- On-line enrollment in credit courses has almost doubled over three years (4,014 in fiscal 2003 to 7,971 in fiscal 2006).
- The number of individual students enrolled at the College was relatively stable over the past two fiscal years. In fiscal 2006, the College enrolled 32,922 individual students compared to 32,881 in fiscal 2005.

Non-Credit Enrollment

Under the direction of Workforce Development and Continuing Education (WD&CE), the College offers a wide range of non-credit courses. Over the past few years, WD&CE has extended its reach deeper into the community by increasing the availability of course offerings at locations that are most convenient to the general public in Montgomery County. In fiscal 2006, the number of students enrolled in courses through WD&CE increased 5.6 percent above the figure in fiscal 2005 and almost 68 percent above fiscal 2003. More specifically, there were 25,114 individual students enrolled in courses through WD&CE in fiscal 2006 compared to the 23,783 student enrollment in fiscal 2005 and 14,969 in fiscal 2003. It should be noted that in fiscal 2005, WD&CE took over a grant from the Montgomery County Public Schools which funded three programs: Adult Basic Education, General Education Diploma and Adult ESOL. Transference of these grant programs resulted in a 55 percent increase in non-credit enrollment in one year. As the need for programs such as these increase, the expectation is that enrollment in these programs will increase as well.

Access and Affordability

Enrollment growth coupled with the growing concern about access, capacity and affordability equate to an increased demand on higher education. Access and affordability to higher education is a priority at Montgomery College specifically and in Maryland in general. According to the 2004 State Plan on Postsecondary Education, Maryland is committed to *"achieving a system of post secondary education that promotes accessibility and affordability for all Marylanders."* To assure that access to higher education is attainable, it is critical that the College remains an affordable opportunity for the community. The cost of higher education has risen faster than income levels. The cost to attend Montgomery College in fiscal 2007 was 53.9 percent of the cost to attend the average public four-year college or university in Maryland – a cost savings of more than $3,100 in one academic year comparatively. This cost savings is crucial, because a considerable proportion of students need and receive financial aid in order to attend Montgomery

College. The percent of the student body that received Pell grants ranged from 12.3 percent in 14.5 percent over the four most recent years; and more than a quarter (23.2 to 26.4 percent) of the student body received some type of aid to attend the College, including loans and scholarships. To diminish the hardship of the cost of education, the College has also increased the amount of institutional financial aid for its students. The amount of aid in the form of Board of Trustee grants increased more than 18 percent in fiscal 2006 compared to the previous year and almost 75 percent above the total dollars awarded in fiscal 2002. Also to support this endeavor, Montgomery County provided a level of support to the College in fiscal 2007 that enabled the College to freeze the tuition rates at the fiscal 2006 level. This freeze in tuition allowed Montgomery College to remain financially accessible to a broad range of students, especially those with limited financial resources. Such efforts are aligned with the 2004 Maryland State Plan for Postsecondary Education which states, "*To fully address issues of affordability, the State and institutions of higher education must work together to ensure that financial aid from all sources effectively reaches the student, that it adequately addresses student financial needs, especially among low- and moderate- income students, and that it minimizes loan debt.*" It is important to the College, the County and the State that access to higher education remains affordable to its residents, while concurrently providing the best that education can offer. The College will make every effort to support the State's goal on access and affordability by holding tuition costs to no more than 56 percent of the average cost to attend four-year public colleges or universities in Maryland.

Faculty and Professional Staff

The state of Maryland has expressed a commitment to improving the diversity of faculty/staff and governing/advising boards at the state's colleges and universities. As expressed in the Maryland State Plan, "*...it is imperative that colleges and universities – and their programs, faculty, staff and infrastructure – foster a friendly, supportive, and attractive environment for students from different races and cultures, one that promotes high expectations for the success of all students.*" The diversity of faculty and staff is correlated with the academic and social structure of the College, which impacts the capacity to which students, within the College environment, can successfully integrate. Hence, in light of the diversity of the College's student body, the diversity of faculty and staff to which students are exposed, is vital. Racial and ethnic diversity enhance the learning and critical thinking of students, valuable perspectives are represented on the campuses and in the classrooms, and role models are available for a diverse student body – all of which will positively impact student success.

The most recent data, fall 2006, showed that the proportion of non-white or minority full-time faculty declined slightly to 25.2 percent following two years of relative stability (26.4 in fall 2004 and 26.6 in the fall of 2005). On the other hand, administrative and professional staff has become increasingly more diverse. Currently, the proportion is 38.6 percent, which is three percentage points higher than the previous year's data and at the precipice of the 39 percent benchmark.

A change in the diversity of faculty is a slow process and it has not increased/changed as rapidly

as the student body. When faculty positions open, the College must put more effort into the development and implementation of strategies to recruit a diverse mix of qualified faculty to fill vacancies. The most recent data show that the College's outcome on this measure has regressed slightly. However, the College will exert every effort to reverse the recent decline and increase the diversity of its faculty by 20 percent over the next three years, while staying on track with the diversity of the administrative and professional staff.

Significant Financial Trends

Over the past three to four years, the financial atmosphere at Montgomery College, in Montgomery County and the state of Maryland in general, has been somewhat unstable. As a result, the College is very attentive to efforts that are focused on ensuring its financial health. While the relationship between the College and its County government is very good, the County Executive and County Council carefully analyze the spending affordability guidelines and College budget requests. Therefore, being financially vigilant is critical. An examination of the data in the area of "effective uses of public funding" validates the College's efforts for prudence in financial affairs. According to the trend data in this area, on average, 41 percent of the College's expenditures are in the area of instruction, while more than half (51 percent) of expenditures are in a combination of instruction and selected academic support areas. The percentages in both areas have stabilized over the three most recent reporting years.

The growth in students also has resulted in expending additional resources in the operations and plant maintenance area to address student capacity issues as well as matters of deferred maintenance and building cleanliness. Even though the costs that are associated with instructional and academic computing have continued to rise, the percentages of expenditures for instruction and academic support have not risen. As the College continues its capital expansion projects, new buildings will be constructed and opened each year over the next several years. Consequently, more money will be devoted to the areas of facilities and information technology. Furthermore, the constant change in student needs and pedagogical approaches in higher education place additional demands on the budget. A major part of the College's budget is devoted to student services which includes counseling, advising, and assessment, which is part of the student support function of the College. The College will continue to examine its resources and be mindful of its spending as it continues to be fiscally responsible. At the same time, priority needs and requirements for deferred maintenance, new technology, repairs and maintenance, and "operating costs related to" new construction projects, which collectively have consumed a larger proportion of expenditures over the past few years, will also be addressed.

COMMUNITY OUTREACH AND IMPACT

Montgomery College has the responsibility to provide intellectual as well as cultural experiences that enrich the lives of people in the broader Montgomery County community. As expressed in the mission statement, Montgomery College is "the community's college" that is committed to

changing lives. In its role as an agent of change, the College responds to the needs of the surrounding community by offering community services and lifelong learning opportunities through Workforce Development and Continuing Education (WD&CE). Community service and lifelong learning courses attracted 10,914 individual students to WD&CE in fiscal 2006 compared to 8,939 unique individuals the previous year, while annual enrollment increased from 13,817 to almost 18,000; these changes represent a 22 and 30 percent increase, respectively. Basic skills and literary courses have increased significantly with the inception of the new grant programs in adult basic skills and literacy. During fiscal 2006, these new programs served 6,330 individual students resulting in 10,549 course enrollments. Accordingly, outreach to the community and responding to specific needs strengthens the connection and trust between the College and the community it serves. In addition, the following are some of the other activities and programs in which the College is engaged under the domain of community outreach and their impact on the community:

- In partnership with the Maryland Humanities Council, "*Chautauqua*," where history comes alive at the College, famous figures in America's history take center stage. In 2006, which marks the eighth year of production, the featured theme was "Creativity and Imagination," with Paul Robeson, Henry Ford, Leonardo da Vinci and Coco Chanel. For the purposes of this activity, scholars modify their clothing, hair and even their speech to create the illusion that the audience has traveled back in time. The event also featured musical performances by local musicians. This unique opportunity and annual family friendly event is free and open to the broader community. Nearly 630 visitors were attracted to this event.

- The Health Science Center at the Takoma Park/Silver Spring Campus, in partnership with and operated by Holy Cross Hospital, provides important outpatient health care needs to uninsured and underinsured residents in Montgomery County. The Health Center provided services to 1,680 patients who accounted for 5,700 visits to the clinic in fiscal 2007. (The Gazette Papers, May 16, 2007)

- In cooperation with Montgomery College Health Science, WD&CE and local health care providers, created the Artist in Healthcare pilot training program.

- The College is engaged in *Service Learning*, one of the initiatives of the Learning College. *Service Learning* is a proven instructional approach that combines community service with academic instruction. It focuses on critical and reflective thinking, as well as personal and civic responsibility. Montgomery College is also one of five community colleges in Maryland that is participating in the creation of a *Statewide Leadership Institute*, which has been funded by a $1.2 million dollar grant from the corporation for National and Community Service.

- Under the auspices of the Paul Peck Institute for American Culture and Civic Engagement, the Jefferson Café initiative, which focuses on small group discussion on timely topics, was created to enhance the level of engagement of everyday Americans in foreign policy issues and local implications. The Jefferson Café has gained national recognition and has become the model for similar programs at colleges and universities across the United States. The Institute serves the College's students, faculty and staff, as well as the neighboring community and ultimately the nation. In August 2004, the Institute was awarded a *By the People* grant from PBS to support its Jefferson Café initiative.

Another aspect of the College's outreach activities relates to the partnership with the Montgomery County Public School System (MCPS), with the intention to maximize high school students' access to higher education. Aligned with the Maryland State Plan for Postsecondary Education, Goal 4 (*strengthen and expand teacher preparation programs and support student-centered, preK-16 education to promote student success at all levels*), several innovative initiatives are worth noting:

- Gateway to College serves at-risk youth, 16 to 20 year olds who stopped attending high school and/or for whom high school completion is unlikely. This program provides the opportunity for students to earn credit towards high school graduation and towards an associate degree or certificate. The College provided support services in mathematics and writing for students who experienced difficulty in those areas.

- The College Institute began its fifth year as it continued to reach high achieving high schools seniors who have exhausted high school course offerings. Selected seniors have the opportunity to take introductory college level courses in a wide range of areas, including, but not limited to psychology, English, biology and engineering. The College Institute, which was established in 2002, is currently located at Wootton, Gaithersburg, Kennedy and Seneca Valley High Schools.

- Academy of Finance, a nationally recognized program, provides a rigorous, relevant curriculum for high school students who wish to explore or prepare for careers in business, economics, accounting and finance. In addition, high school seniors who participate in the Academy are required to take part in a paid internship.

- WD&CE also offers a host of Youth Programs throughout the year for students in grades K to 12 including: *Art Explosion, Piano for Kids, Kids College, Summer Youth Programs, Saturday Discoveries, Youth Development Institute, Expanding Horizons and Butler Basketball Camps.*

As noted above, the collaborative efforts between the public school system and the College as well as the breadth of programming and events that encourage community involvement validate the College's position in the community as a premier cultural and academic center. Consequently, outreach to the community, engaging the community in campus activities and responding to specific needs strengthens the connection and trust between the College and the community it serves.

Workforce Development and Continuing Education (WD&CE)

The development of knowledge, technology, and a highly trained workforce is essential to a strong, competitive economy in Maryland (2004 State Plan for Postsecondary Education). For its segment of the state, Montgomery College plays a major role in the economic growth and vitality of Montgomery County through workforce training activities. This role is evident as measured by the relationships that have been developed between the WD&CE unit of the College and the County businesses. WD&CE has strengthened its presence in the business community, as well as broadened awareness of the College's expertise and willingness to address a wide range of workforce needs. Between fiscal 2003 and 2006, the WD&CE unit has served 60 businesses annually in the County for contract training and services. It should be noted, however, that the

figure for "contract training" is understated. Technically the College serves several hundred business clients each year through a much smaller number of contracts. For example, a single contract with the Air Conditioning Contractors of America (ACCA) provides training for more than 100 companies that belong to that organization. This is true of many of our association type training programs. Even though the College has been serving an average of 60 businesses and organizations yearly in the past, it anticipates serving 70 contracts each year in the foreseeable future.

WD&CE is also involved in a variety of other workforce related responsibilities. The number of individual students that took contract training courses has increased from 2,024 in fiscal 2004 to 4,369 in fiscal 2006, while annual course enrollments increased from 2,851 to 6,124 during the same time period. Enrollment in noncredit workforce development courses has also seen substantial growth over a two year period. The number of individual students involved in workforce development training increased significantly from 5,663 to 9,811 between fiscal 2004 and fiscal 2006. WD&CE also has seen a considerable amount of growth in enrollment that relates to continuing professional education that leads to government or industry required certification and licensure. About 7,000 individual professionals enrolled in such courses in fiscal 2006 and that number is expected to increase over the next few years. Annual enrollments in these professional licensure or certification courses were more than 11,900 in fiscal 2006. The volume of students and enrollment in workforce development and training courses through WD&CE solidifies its standing in the business community.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	63.9	63.8	62.3	61.6
B.	Students with developmental education needs	41.1	38.8	39.4	38.5

		FY 2003	FY 2004	FY 2005	FY 2006
C.					
	Total unduplicated headcount enrollment in ESOL courses	5,663	5,336	7,300	8,639
D.	Financial aid recipients				
	a. Percent receiving Pell grants	12.3	13.9	14.5	13.7
	b. Percent receiving any financial aid	23.2	24.6	26.4	26

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		49%	58%	NA

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	25.3	25.2	26.2	25.8
	b. Asian, Pacific Islander	13.5	14.0	13.4	13.5
	c. Hispanic	13.1	13.1	12.9	13.6
	d. Native American	0.2	0.2	0.3	0.3
	e. White	40.3	39.8	39.0	38.3
	f. Foreign	7.5	7.6	8.3	8.2
	g. Other	0.1	0.1	0.0	0.3

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$15,921	$16,909	$15,835	$16,248
	b. Median income three years after graduation	$38,398	$38,968	$37,412	$32,855
	c. Percent increase	141%	131%	136%	102%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	46,359	46,457	55,118	56,490	60,028
	b. Credit students	32,540	32,459	32,881	32,922	33,867
	c. Non-credit students	14,969	15,368	23,783	25,114	26,161

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	45.0%	44.5%	40.9%	50.3%	44%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	73.9%	73.3%	73.4%	73.0%	76%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	59.5%	62.2%	60.7%	58.9%	63%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	4,014	5,219	6,438	7,971	13,017
	b. Non-credit	633	590	406	328	600

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	54.1%	55.2%	53.9%	53.9%	56%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	97%	99%	97%	93%	92%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	72%	79%	82%	82%	85%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		50.7%	42.7%	48.0%	51%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		78.0%	81.3%	82.3%	81%
	b. Developmental completers		80.9%	80.2%	77.8%	81%
	c. Developmental non-completers		55.1%	46.0%	48.6%	55%
	d. All students in cohort		74.8%	71.8%	73.0%	75%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		51.1%	61.8%	61.5%	62%
	b. Developmental completers		48.7%	45.5%	43.4%	49%
	c. Developmental non-completers		37.6%	31.9%	29.0%	38%
	d. All students in cohort		48.5%	47.8%	46.9%	49%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	82.0%	83.5%	79.8%	81.1%	83%
	b. Mean GPA after first year	2.69	2.69	2.63	2.82	2.75

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	79.0%	79.0%	88.0%	91.0%	92%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	52.2%	52.6%	52.8%	53.5%	55%
	b. Percent non-white service area population, 18 or older *(not benchmarked)*	40.8%	41.6%	42.2%	42.9%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	25.6%	26.4%	26.6%	25.2%	30%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	30.3%	34.1%	35.6%	38.6%	39%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		65.1%	70.0%	68.4%	73%
	b. Asian, Pacific Islander		75.3%	76.4%	80.1%	76%
	c. Hispanic		59.9%	64.6%	64.5%	70%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		45.8%	46.1%	42.4%	49%
	b. Asian, Pacific Islander		51.2%	53.3%	52.0%	53%
	c. Hispanic		38.1%	36.4%	35.3%	45%

Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	194	234	232	195	240
	b. Data Processing	207	146	128	94	135
	c. Engineering Technology	81	46	83	64	91
	d. Health Services	163	161	208	200	235
	e. Natural Science	22	22	32	18	35
	f. Public Service	135	112	86	126	80

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	83%	84%	78%	82%	85%

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation	93%	76%	79%	89%	92%

		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	100%	83%	93%	100%	92%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23	Licensure/certification exam pass rates					
	a. Radiologic Technology	100%	100%	100%	100%	90%
	Number of Candidates					
	b. Nursing	85.0%	80.0%	78.0%	87.0%	90%
	Number of Candidates					
	c. Physical Therapy	100%	100%	75.0%	100.0%	90%
	Number of Candidates					

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	NA	5,663	10,696	9,811	12,000
	b. Annual course enrollments	NA	8,628	15,485	16,223	18,000

		FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.				
	a. Unduplicated annual headcount	NA	NA	7,351	7,108	8,000
	b. Annual course enrollments	NA	NA	13,393	11,915	13,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	65	60	60	62	70

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	NA	2,024	4,339	4,369	4,500
	b. Annual course enrollments	NA	2,851	6,563	6,124	6,500

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	98%	100%	100%	96%	92%

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	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29 Enrollment in noncredit community service and lifelong learning courses					
a. Unduplicated annual headcount	NA	NA	8,939	10,914	12,000
b. Annual course enrollments	NA	NA	13,817	17,929	19,000

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30					
Enrollment in noncredit basic skills and literacy courses					
a. Unduplicated annual headcount	NA	1,996	3,765	6,330	6,400
b. Annual course enrollments	NA	3,284	5,401	10,549	11,000

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31 Percentage of expenditures on instruction	43.4%	41.1%	41.0%	41.0%	43%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32 Percentage of expenditures on instruction and selected academic support	53.0%	51.3%	51.5%	51.3%	53%

Prince George's Community College

Mission Statement

Mission

Prince George's Community College offers opportunities for individuals to realize their potential in a challenging, learning-centered environment. The college provides cost effective, high-quality programs and services that respond to student and community needs.

Vision

Prince George's Community College will excel as a national leader, recognized for the quality of its programs and students in an intellectually vibrant, technologically enhanced, learning-centered environment that is responsive to community and workforce needs.

Institutional Assessment

Fiscal year 2007 was an extremely busy and institution-changing year for Prince George's Community College. The major organizational development was the resignation of Dr. Ronald Williams from the presidency of the college after seven successful years, inaugurating an intensive search process involving all college stakeholders, faculty, staff, students and the larger community. The result was the decision to select Dr. Charlene Dukes, long-time Vice President of Student Support Services, who will become our new president on July 1, 2007. Another important organizational change was the extensive reform of the college's governance process, particularly the broadening of the participation base of the College Wide Forum, the central governance mechanism, and the sharpening of its focus on the college's key strategic objectives, especially on the development of a learning-centered educational community.

Operationally, the year's major effort involved the selection of the prime vendor (Datatel, Inc.) of the college's new Enterprise Resource Planning system (ERP) and the carrying out of the enormous preparatory work needed for the system's implementation. A substantial proportion of the college administrative and classified staff, as well as many faculty members, have been involve in project planning, system implementation management, establishing system operating parameters, converting data, and testing system components. The preparation phase has now been successfully concluded and the first components (financial, human services and student management) will become operational by the first half of fiscal year 2008, with remaining components phased over the next tow fiscal years.

Fiscal year 2007 also saw significant progress in the development of the college's physical facilities. The college's new 80,000 square foot Technology Center to support an expansion of its hi-tech programs and the creation of training programs for business and government professionals, which began construction during the last reporting cycle, will reach completion during fall 2007, and substantial work has been accomplished in building of 63,000 square foot, state-of-art Health Studies Center, a facility capable to managing enlarged and enhanced nursing and allied health programs, to open in late fall 2007. The two-year renovation of Bladen Hall,

the main housing for college support staff operations and student in-take services, has been completed and will open in July of 2007. This project provides major improvements in the staff working environment and creates space for a "one-stop" registration process. Another important renovation project undertaken this last year involved Accokeek Hall, the college's library and media center. This project, in its design phase in 2007, consists of interior renovations to accommodate the technological innovations that are occurring in the field of Library Science and alterations of the interior space configuration to better serve the students needs. Lastly, we should mention the establishment of the college's newest instructional extension center — the Camp Springs Center for Trade Skills Training, the first such center at the college devoted to continuing education and workforce development, which opened November 2006.

Finally, in this non-exhaustive list of institutional accomplishments, the college added several important new educational programs designed to promote workforce development and to service the needs of the county. Most notable, perhaps, was the establishment of the Hospitality Institute, supported by a $1,000,000 grant from Gaylord Hotels, the main developer of the National Harbor project. The courses offered by the institute have been designed to prepare students for careers in the hospitality industry and to be able to successfully fill one of the over 2,000 jobs which will open up at the National Harbor facilities in 2008. Another break-through was the awarding to the college's continuing education division of responsibility to take over Prince George's County's adult education services (Adult Basic Skills (ABE), General Educational Development (GED) preparation, English for Speakers of other Languages (ESL) courses). Combined annual grants worth $1.9 million from the federal and state governments were given to the college for the administration of adult education services previously offered by Prince George's County Public Schools. This important enlargement of the college's educational service, to begin fiscal year 2008, will add nearly 160 new employees and thousands of adult learners to the student body. Also, this year the continuing education division won the contract to take over the County's driver education classes. Other notable instructional additions include: a new travel agent program, an associate degree program in occupational apprenticeships, the broadening of criminal justice program to include private security guard training, and the hosting and administering of a statewide program to assist state schools and government agencies to defend against computer crimes (CyberWATCH).

The remainder of this review will address the specific aspects of the college's institutional performance as identified in the state accountability reporting process.

Accessibility and Affordability

Between 2003 and 2006, the college's unduplicated fiscal year credit enrollment underwent a slow decline, beginning at 19,299 and ending at 18,376, while its parallel non-credit enrollment jumped between 2004 and 2005 from 19,273 continuing education students to 21,184 and remained at that level in 2006 (20,989). In terms of percent enrollment gain/loss between 2003 and 2006, fiscal year credit headcount dropped 4.7% while non-credit headcount grew by 8.9%, the latter due mainly to the recent healthy growth in workforce development and Professional Continuing Education courses. Furthermore, this gap is likely to spread even wider in the future as the continuing education division experiences the large influx of students expected as a result of the acquisition of County A.B.E., G.E.D., E.S.L. and driver education programs and the opening of the new Camp Springs Skilled Trades Center.

This report is not the place for a full accounting of the factors producing the credit headcount decline, but several obvious contributing factors might be mentioned. One involves trends in the college's draw rate among the County's racial and ethnic populations. The proportion of white residents over 18 year old who were attracted to PGCC's credit student body in fiscal year 1990 was 3.01% but by fiscal year 2000 the white draw rate dropped to 1.69%, while the draw rate for County adult African Americans remained relatively constant between censuses (3.59% and 3.65%, respectively). The overall college draw rate, as a result, decreased from 3.29% in 1990 to 2.89% in 2000, and this market decline has continued in this decade, as evidence by the white student headcount 1,799 to 1,001 drop between fall 2001 and fall 2006, a decline of 44%. Another factor may be the increased competition from "internet" school and proprietary training centers that PGCC has recently been facing; for example, transfers of students in good standing to the University Of Phoenix, Strayer University, the Devry Institute of Technology and the ITT Technical Institute amounted to 206 during the 2003-2006 fiscal year period. A third cause may be the college's costliness (third highest tuition and fees in the state among community colleges) at a time when two-thirds of dropout respondents in exit interviews tell us that financial difficulties were their top reason for leaving the college.

There are, however, some grounds for believing that the credit enrollment slide will not continue for much longer. For one thing, there has been a recent upswing in the numbers of county high school graduates that should begin to be reflected in greater numbers of new secondary system graduates enrolling here in the next couple of years. Secondly, the college's major extension center enrollments, which surged between fiscal years 2002 and 2005 but slumped somewhat in 2006, show signs in 2007 of growth resumption, and online course enrollments continued to climb despite the overall college decline, reaching an all time high in fiscal year 2006 — 2,580 (2003-2006 percentage gain 108%). Lastly, the college's enrollment management division is aware of the problem and is vigorously addressing it through enlarging its high school recruitment program (15 visitation events per month in 2006), sponsoring a massive College Fair attracting over 4,000 high school students to the campus last April, continuing a number of initiatives aimed at Latino high school students, notably the organization of a very successful workshop and college fair for aspiring Hispanic college students, "*Estudios Universitarios a su Alcance* – College is within Your Reach", in cooperation with the county guidance counselor association, and extending its LIGHT program (Leading Implementing Guiding High School Transition), a mentoring program for high school seniors promoting concurrent enrollment, and free, public workshops on financial aid availability and how to apply into a second year. It is also involving PGCC students in promoting the college in area high schools through its very active Student Ambassador program.

Also this year, PGCC decided to continue supporting the work of its innovative College and Careers Transition Initiative program (CCTI) beyond the life of its federal grant. The program aims at more closely linking high schools and community colleges through better college preparation and integration of course pathways leading to immediate employment. In 2007, PGCC/CCTI expanded beyond its original partner high school (Potomac) to include two new county secondary institutions and its roster of student participants now tops 200. Furthermore, the county high school system recently implemented the CCTI-developed careers pathways

approach to course organization and career advisement system-wide as a result of our program's success. The potential of this reform for the college enrollment is significant.

Data for 2006 are not yet available but as we reported last year the 2005 market share of area high school graduates stayed about the same as it was in 2004 (49.9% to 48.5%, respectively), suggesting that the institution may not meet the ambitious benchmarks set for 2010 (56.4%). It is quite possible that Prince George's Community College has reached its threshold for these categories. For a very long time, the institution has held close to a majority market share of county residents attending undergraduate education anywhere in the state of Maryland. This continues to be the case. However, our most recent market share analysis showed that, while market share of area undergraduates went down slightly for the college, market share at other area colleges has grown proportionately.

In the area of affordability, however, the college has made less progress. While the cost of a PGCC education became relatively cheaper between 2002 and 2005 compared with the average educational costs born by Maryland public four-year college students (61% down to 55%, -9.7% for the interval), it went back up to 58% in 2007. Also, the absolute total annual tuition and fees for a PGCC student, based on a model of costs for a typical fulltime student, went way up — from $2,980 to $3,590 (+20.4%) over the same period, holding at that level in 2007, a year without a tuition or fee increase. The college much appreciates the county's efforts to increase its share of our institutional revenue, but local proportional contributions still lag significantly behind those enjoyed by all other state community colleges. Furthermore, a large share of these monies is necessarily earmarked for vital projects like ERP acquisition and implementation.

Learner Centered Focus for Student Success

With this year's accountability reporting, we now have three sets of cohort outcome data under the new Maryland Higher Education Commission's student success indicator paradigm, allowing trend analysis to be carried out for the first time. The new paradigm is based on fall first-time student cohorts with outcomes measures taken after four possible years of study. Its indicator set includes measures both for traditional final outcomes (degree and transfer attainment) and innovatively for interim student progress (sophomore status achievement and study continuation after four years). Furthermore, it takes into account the impact of remediation need on student success by assessing progress not only for the whole cohort but also by developmental education-defined sub-cohorts: initially college ready, developmental completers and developmental non-completers. This provides for a more comprehensive and realistic assessment of educational outcomes.

We are happy to be able to report that the trend in the four year degree progress outcomes (2004, 2005, 2006) for the three student cohorts in hand (2000, 2001, 2002) is positive. Whether measured separately by graduation rate and transfer rate, or by the summary indicators of graduation and/or transfer and academic success (degree attainment or transfer) and/or persistence (earned sophomore status or continuing study in the last year of outcomes assessment), the curve of academic performance across successive cohorts is distinctly upward.

Across 2000-2002 cohorts, the four year graduation rate (2004-2006) improved 54% (from 5.2% earning associate degrees or certificates to 8.0%) and transfer went from 27.4% to 33.1% (a 21% gain). The summary graduation or transfer results showed successive cohort performance rising from 29.1% to almost two-fifths (37.0%), a +27% trend. Finally, the most comprehensive summary academic progress indicator moved from 57.8% to 64.1% of cohort students in the success or persistence category after four years, a smaller but still positive climb (11%). A continuation of this pattern over the next few years would result in PGCC achieving its student academic performance benchmarks. Furthermore, the important developmental program completion rate increased with each remedial student sub-cohort. For example, only 34.9% of cohort 2000 remedial student completed all required developmental programs within four years but over half (51.3%) of those in cohort 2002 did so, a level exceeding the accountability benchmark of 50%.

PGCC, however, is not resting on its laurels but continues to strive to improve the learning environment and support the academic advance of its students. Particularly, we recognize that low rates of student retention during the first year of study continues to be a problem (in recent years typically around 40% of first-time fall entering students failed to attempt 18 course hours within two years of study and dropped out). The major initiative in this regard in 2007 was the development of a new course to be required of all first-time entering students beginning in 2009 if a fall 2007 pilot testing on a sample of developmental students is successful. PAS 101 (Principles and Strategies of Successful Learning) has been designed to provide a thorough grounding in critical thinking skills interpersonal and self-management skills and attitudes, study skills, and a working practical knowledge of the colleges resources, services, procedures, and requirements.

The data on the academic performance students transferring to Maryland public four year universities shows a lack of progress over successive assessment cohorts. MHEC provides each state community college with a report on how well its academic year entering students did at their Maryland public transfer colleges and universities after the first year of study. This is measured in terms of percentage earning a GPA of 2.0 or better (benchmark 90%) and cohort GPA average (benchmark 3.0). Examination of the PGCC data covering academic years 2003-2006 shows that PGCC student cohort GPA 2.0+ percentages never rose above 80% (AY 2006 cohort —74%) and that mean never exceeded 2.5 (AY 2006 cohort —2.42).

On the other hand, student subjective evaluations (Alumni Surveys for 1998-2005) portray a student clientele basically satisfied with PGCC educational services and their own level of academic achievement. The latest MHEC Alumni Survey (2005) found that 94% of a responding sample of recent PGCC graduates said that they were partly or completely satisfied with the educational gains they had made at the college and 84% of transferring graduates registered satisfaction with the transfer preparation provided by the college. A similar survey of non-transferring, non-graduating PGCC students discontinuing their attendance found that 61% nevertheless were satisfied with what they had managed to achieve academically. All three of these indicator score surpass indicator benchmarks.

Diversity

<u>Student Profile</u>

PGCC understands that fulfillment of its mission to facilitate access to higher education entails, in part, working towards a student body which mirrors the population characteristics of its service area as much as possible. Most state community colleges that fall short of this ideal do so because their enrollments reflect an under-representation of the number of minority residents in their service areas. PGCC's situation is the opposite — a growing disproportion of *minority*, specifically black or African American students, compared with that of the adult population of its service area.

For example, the data clearly show an over-representation of students of black African heritage in the fall 2006 semester (81.4%) compared with county resident proportions (65.6%), and comparative deficits of Hispanic (4.3% vs. 10.4%, respectively) and white students (8.5% vs. 18.8%, respectively). Furthermore, these disproportions represent continuing shifts over time. For example, between fall 2002 and 2006, the white component of the study body dropped from 12.9% to 8.5% (a -34% change).

In some ways, however, the college's cultural diversity is increasing. For example, other data show that the proportion of international students (non-resident aliens on student visas) grew 64% between fall 2002 and fall 2006 to nearly 5% of the student body. Furthermore, the component of the fall student body made up of non-U.S. citizens (international students plus resident aliens) grew by 32% (14.8% to 19.6%), and if foreign-born U.S. citizens are added, the proportion of all students with strong cultural links outside the United States grew by 35% (19.8% to 26.7%) — over a full quarter of all registrants for the first time. Today, PGCC attracts students from 125 nations around the globe, not counting the U.S.

The college has responded to the diversity challenge with a number of initiatives. In addition to the previously reported placement of instructional extension centers in historically underserved areas of county with concentrated foreign born populations, and its very successful Hispanic high school student recruitment program, an example of which is the April 2006 special college fair, its recently founded International Student Center sponsors a wide variety of activities promoting campus multiculturalism and reaching out to the foreign born community. Particularly effective in 2007 was the Center's sponsorship of *International Education Week*, six days of free, public events featuring music (Amuyo African Drummers, the Candice Thomas & company Steel Drums), films ("Children of War" on the traumas facing refugee children), lectures and discussion sessions (for example, Sudanese student speaker Aweng Parek on "Lost Boys of Sudan", a presentation by U.N. personnel on "North African Political and Economic Challenges", and a talk by Dr. Morissandra Kouyate, Inter-African Committee, on "Female Circumcision or Genital Mutilation?"). Other offerings were an international café, Liberian and French cooking classes, a soccer tournament, French rap lessons, an international bazaar, an African cultural showcase and a global fashion show.
Also, the college continued staging its increasingly popular Caribbean Festival, and added some new special community cultural events like its celebration of Hispanic Heritage Month, featuring sponsorship of the county's 25th annual Festival Hispano, its hosting of the annual Yoruba Alliance Festival and the presentation by College Life Services of *Juxtapower*, a dance ensemble

from South Africa. And, it maintained its vigorous support of ALANA (the African Latin Asian Native American social and academic mentoring program).

Minority Student Success

Prince George's Community College is one of the few community colleges in the state that services a credit student body made up primarily of minority students. This places the college in the unique position of being ahead of its peer colleges within the state as far as numbers of minority students within its credit student body while at the same time lagging behind in indicators of success. Compounding the national trend of declining graduation and transfer rates, institutions with predominantly minority student bodies are faced with the additional concern of students who are lesser prepared than their white counterparts.

As in the student overall success assessment case already discussed, the three years' worth of degree progress data accumulated allows us to report on trends in student progress toward degree or transfer, this time for minority student groups within successive cohorts of entering fall first-time registrants. The analysis for this reporting year gives grounds for optimism. The pattern traced by the four year outcomes of successive ethnic sub-cohorts showed real improvement on the two accountability report indicators for all three minority student groups. For example, the percent of African American students in the 2002 cohort who managed to either graduate with an associate degree or certificate or to transfer to another higher educational institution was 32% compared with the 26% rate for black students in the 2000 cohort. Similar improvements in degree progress were also detected for Latino and Asian students.

When 2000-2002 degree progress cohort data are broken down by race/ethnic group (African American, Hispanic, Asian and white) and type of academic outcome (granduation, transfer, graduation-transfer and successful-persisting rate) the three year trend shows significant improvements in almost every instance and often outstrip the gain trend for white students. For example, when minority sub-cohorts were pooled, the four year graduation-transfer rate went from 22% in the grand minority sub-cohort of 2000 to 30% for the 2002 grand cohort, a gain of 38%. If such trends continue into the future, we will be able to report success in 2010 in meeting our minority student degree progress goals. The college's 2003 Action Plan for Minority Achievement, designed to promote minority student goal completion by enhancing degree audit policies and procedures, increasing counseling and mentoring, and strengthening marketing and communications seems to be bearing fruit at last.

Administration and faculty profile

Over the past four years, the percentage of minorities within the ranks of full-time faculty at Prince George's Community College has grown in a steady upward trend from the low thirties to what it is today — nearly two-fifths (38%). At this point, we are only two points away from achieving our 2011 goal of a 40% minority full-time faculty. Our 2003 department-level push to fill open faculty positions with qualified minority candidates appears to be succeeding. Furthermore, this past year we surpassed our 2011 goal of a majority non-white administrator and staff workforce by seven points (58%).

Support of Regional Economic and Workforce Development

Academic Trends

According to the 2000 Maryland State Plan for Postsecondary Education, the critical areas for educating workers over the next 10 years will be in the technical fields (such as computer information systems), occupational fields (such as nursing), and in teacher education. At Prince George's Community College, we are responding to this demand. In fall 2006, 53.2% of degree-seeking credit students were enrolled in occupational programs while 46.8% were enrolled in transfer programs. Since FY 2003, more students have been enrolled in occupational programs than in transfer programs. Occupational programs are growing in popularity among our students with health and computer/information systems programs continuing as the most popular.

For example, in FY 2007, 337 students were in training to become nurses (up 11% from the previous year) and another 169 (up 2%) were pursuing programs in other allied health and technologies. Altogether, there were 506 nursing and health occupation students, plus 3,079 more students petitioning to be in these programs in 2007. These numbers should grow even greater in the future with the completion of the new Health Technology Center. Furthermore, the college is doing good work to help the County solve its deficit of properly trained public school instructors. In FY 2007 PGCC's teacher education program enrolled 461 aspiring teachers and its teacher certification programs were helping 351 county educational professionals to establish their instructional credentials.

In addition to strong career programs, Prince George's Community College supports the economic development of the county by providing quality workforce training programs. We continue to offer a number of businesses (41 in fiscal year 2006) the opportunity to participate in both credit and non-credit courses for workforce development. The business community in the county continues to acknowledge the importance of our contract training courses to their professional development programs and this is evident in the number of enrollments (6,634 in fiscal year 2006, almost doubling the previous years figure!) and in the expression of a rate of 100% satisfaction with the contract training services offered for the sixth year in a row! Also, for the last three years 100% of employers surveyed expressed their satisfaction with PGCC career program graduates they have hired. On the other hand, successive alumni surveys found that from 1998 through 2005 (last available data) have yet to show an improving trend; the last survey (2005) found 83% in education program-relevant jobs.

The college also promotes area workforce development through its professional licensure-linked programs. From 2004 to 2006, our Continuing Professional Education courses leading to government or industry-required certification grew in the number of enrollees from 6,232 to 7,319 (+17%). Credit programs with licensure outcomes also did well on the whole. One hundred percent of the 2006 graduates of two such (Nuclear Medicine and Health Information Management) passed their licensure exams on the first try, and the students of two more program had pass rates greater than 90% (Radiography and Respiratory Therapy). The licensing exam initial pass rate of students from Nursing, our major allied health program, fell off a bit from the previous year (95% to 86%) but remained above the pass rate standard set by the nursing

program accrediting group. It is too soon to tell whether this is just of short-term fluctuation or the beginning of a trend, but the health sciences department will be closely monitor this program for future signs of trouble. The only program group to show a distressing drop in licensing exam performance was Emergency Medical Technician, which went from a pass rate of 75% in 2006 to 58% in 2007.

Effective Use of Public Funding

In terms of performance on financial benchmarks, Prince George's Community College has done relatively well, given its current fiscal environment. After experiencing a slight decline 2003-2004 in the percentage of expenditures in instruction (41% to 38%), it managed to hold the line at 38% in 2005 and 2006. At the same time, the percent of expenditures on instruction and academic support remained fairly constant (57% for both FY 2004 and 2005, and 56% in 2006).

More crucially, the college has been successful in developing a positive, cooperative relationship with county government, as evidenced by improvements in local revenue support. For example, in 2007 the county continued its backing of PGCC's implementation of the new ERP system and Council's full funding of the college's asking budget of almost $20 million. The latter move put the County contribution to the college's 2007 $74 million operating budget at 27%, the highest proportion in decades. As a result of 2008 budget process outcomes, PGCC may no longer be among the bottom tier community college in terms of proportion local government contribution.

State funding is still relatively minimal and the college expects very little growth in revenue from the state. Prince George's Community College will commit to maintaining current spending on instruction and instructional support as opposed to decreasing such spending in light of budgetary circumstances. This goal comes from our commitment to delivering quality instructional programs to students as a priority above all else. Unfortunately, because of limited state and county funding the Board of Trustees has had to approve a tuition increase to maintain college programs in 2006, but we have been able to hold the line on costs to students in 2007.

Community Outreach and Impact

Prince George's Community College continues to play a central role in serving the county's key stakeholders. As we strive to realize our vision to become "accessible, community-centered, technologically advanced, and responsive to the educational needs of a richly diverse population and workforce" we have continued to expand our service offerings to the community. This commitment shows in our progress on benchmarks in the areas of community outreach and impact. On the performance indicators specifically designed for this portion of the assessment, the college's non-credit and lifelong learning course enrollments and headcounts held steady or improved somewhat. For example, during the 2002-2005 course enrollments averaged around 30,000, reaching 31,956 in FY 2005, the highest count in the assessment cycle. This backed down only slightly to 31,079 in 2006. We expect these figures to improve with the opening of the new continuing skilled trades extension center and the college's assumption of county Abe, GED, ESL and driver education training in fall 2007. This will be the first time that PGCC offers non-credit basic skills and literacy courses for county adult learners.

Student Recruitment and Enrollment Services Community Service

The Enrollment Services division of the college engages in a large array of student recruitment and community outreach activities. In 2007 its high school recruitment efforts involved Regular school visits to public and private high schools in Prince George's County and Washington DC (over 15 per month on average), senior English class visits by volunteering PGCC faculty to schools in Prince George's County and Washington DC, the LIGHT (Leading Implementing Guiding High School Transition) initiative, a mentoring program for incoming first time students, the Adopt-A-School mentoring program for middle school students in Prince George's County, and its off-campus/online Testing and Advising program, now reaching all area high school with internet-based AccuPlacer testing.

The college also conducted many specialized recruitment campaigns and sponsored many community outreach services last year, including: hosting van visits from radio stations: WMMJ, WKYS, WJZW, WPGC, WLZL; an ESOL campus visitation program; an Open House program for interested potential students and their parents; hosting and participating in the Annual Counselor's Orientation Program for area guidance counselors; several direct mailing initiatives and telemarketing efforts; its Academic Days programs (pre-enrollment academic advising); financial aid workshops for potential and entering students; open information sessions for recruitment and admissions; periodic campus tours; an AP/IB reception for high school students and teachers; campus testing for the Michigan test (ESOL); and DC Campus placement testing and advisement.

Finally, Enrollment Services initiated, participated or hosted 72 local area special events in 2007, including 23 college fairs, educational opportunity and financial aid advisement events, 20 career day and occupational opportunity/advising events, and a range of other outreach activities such as three college promotions at venues involving DC-Cap audiences (DC-Cap is a federal program sponsoring District high school student enrollment at regional community colleges), making presentations at the First Generation College Bound annual meeting, the Prince George's County Fair, the Festival Hispano at Lane Manor Park, the Hispanic Youth Symposium of Prince George's County, the Youth Conference at Peach Lutheran Church, the SCI Life annual meeting sponsored by the U.S. Office Of Science Education, the Capitol Heights Day celebration, the 2007 Welcome Home Celebration of the Veterans Affairs Medical Center, and also hosted on campus the MBE and Small Business Outreach program, the 15th Annual Prince George's Woman to Woman Conference, and PGCC Family Health and Wellness Day.

Community Services

Prince George's Community College offered many community service events in 2007, particularly in the areas of community health, social concerns and county economic development.

Community Health. The Health Services Cost Review Commission awarded the college a significant part of a $5.9 million grant to be used to create partnerships with local hospitals,

clinics and health systems designed to respond to regional nursing shortages. PGCC will be linked with Columbia-based MedStar, and the Doctors Community Hospital in Lanham. The AIDS crisis was addressed this year by a number of activities, most notably by the college's multi-event World AIDS Day commemoration, covered by News Channel 8, Community Television of Prince George's (CTV) and The Washington Informer newspaper. Also, the college produced a major TV satellite broadcast on "Mobilizing against the HIV/AIDS Crisis among African Americans", the college's Health Education Center collaborated with the Prince George's County health department African American Coalition Against AIDS to host a community forum, "I Care Do You? Youth And Aids In The 21st Century", and risky sexual behavior was the focus of the community lecture "You May Not Be My First, So Let's Play It Safe". Community health issues revolving around nutrition and obesity were addressed by Allison Miner (associate professor of nutrition) during the Doctors Community Hospital's Women Health Conference and Dr. Miner also became the host of a feature of WUSA TV (channel 9) News, weekly discussing how to change behavior to lose weight. In 2007, PGCC also hosted Family Health and Wellness Day activities, free and open to the public, which included sessions and information targeting the community as well as several health screenings.

Community Social Concerns. Several outreach activities dealing with community social issues took place during 2007. PGCC Counseling Services held a forum on domestic violence entitled "Break the Silence, Break the Break", including a panel discussion moderated by Sam Ford, WJLA, Channel 7 and opening remarks by Glenn Ivey, State's Attorney, Prince George's County, an address by Veronica Ginyard, a domestic violence survivor featured in Essence Magazine and many topical exhibits. Also focusing on domestic violence was the hosting of the Prince George's County "Silent Witness" exhibit round table discussion "Meet with Prince George's County Service", co-sponsored by PGCC Criminal Justice and Legal Studies, Health Education, Psychology/Sociology/Education and STEM Collegian Centers, the Family Crisis Center House of Ruth, the Prince George's County Domestic Violence Coordinating Council, and County Office of the Sheriff. Domestic violence was also the focus of a forum held on campus Thursday, March 29. WJLA TV (channel 7), WUSA (channel 9) and News Channel 8 covered the forum. Community concern with issues of troubled youth, incarceration levels and high dropout rates was tackled in a forum organized by the college's Book Bridge Project. Panelist included Professor Karry Hathaway (English), Daryl Parker (Student Support Services, TRIO), Reggie D. Betts (a PGCC honors student), Richard Moore III, Esq., State's Attorney, and Ellis Baylor of Student, Men Moving Forward.

County Economic Development. County economic development was promoted in 2007 by a number of college activities. PGCC partnered with the County Council to create the County Community Leadership Institute which presented the free informational workshop entitled "Center for Excellence....Empowering Community Stakeholders!" Community leaders were invited to attend and topics covered included the new County Council, high stakes testing, public safety challenges, "Planning Dot.Com: Community Planning, Zoning & Development" and community development block grants. The college's Department of Business Administration, in partnership with the Office of the Secretary of State and the Maryland Sister States Program presented an Entrepreneur Forum featuring how-to and idea sessions by experts, question and answer sessions and a special segment on international business, with video conference panelists in Europe. Other business development events were the college's Hillman Entrepreneurs

Inaugural Class Celebration and the open lecture "International Business Opportunities in Prince George's County" presented by Ollie Anderson (County Economic Development Corporation). *Other Community Service Activities.* Other community service events occurring during 2007 were PGCC's Upward Bound program, the college's Summer Youth Program and Mock Trial designed to teach students about the U.S. legal system, the Volunteer Income Tax Center for free tax preparation, and HUGS (Holiday Unity through Giving & Sharing), an outreach drive to help needy students organized by the college's A.L.A.N.A. Experience program.

Cultural Outreach

County Diversity and Heritage Recognition. PGCC recognizes its role in promoting the value of cultural diversity in the county and each year sponsors a number of events and programs toward that end. The most famous is its annual Bluebird Blues Festival, the 14th in 2007, featuring blues artists Mel Waiters, Bettye LaVette, Roy Carrier, D.C.'s Finest Doo Wop Cops, The Legendary Orioles, Warner & Jay, Bluesworks, Franklin, Harpe & Uliston, and hosted by popular WPFW DJ Da Gator and XM Radio's Bill Wax-XM. The festival was co-sponsored by the State Arts Council, NBC4, Comcast, the Washington Post, the County Executive's Office and MD-NCPPC. Other important on-campus heritage celebrations were the annual Caribbean Festival, the county's 25th annual Festival Hispano (part of the college's Hispanic Heritage Month celebration), the eleventh annual (fifth annual here) Yoruba Alliance Festival, and the presentation by College Life Services of the internationally reknowned dance ensemble Juxtapower from South Africa.

Another major recognition of cultural diversity in 2007 was the holding of the college's first International Education Week celebration. The Amuyo African Drummers and the Candice Thomas steel drummers provided wonderful music and dancing, lecturers from around the world presented talks on a global range of topics (for example, "Lost Boys of Sudan", "Learning Our Viewpoints: An Intercultural Discussion", "International Business Opportunities in Prince George's County", "Female Circumcision or Genital Mutilation?". Also presented was the film "Children of War", followed by a discussion on the traumas facing refugee children. Rounding out the celebration were a Global Café, Liberian and French cooking classes, a soccer tournament, French rap lessons, an international bazaar, an African cultural exhibit and a global fashion show.

The county's large African American community was recognized in many 2007 activities and programs. Besides the already mentioned activities of the PGCC African American Studies Institute, the college held an event-filled celebration of Black History Month, with a scheduling of over twenty lecture and cultural events, including the Psychology, Sociology, and Education Collegian Center's panel discussion "Exploring African-Americans in the New Millennium: A Multi-disciplinary Perspective". In addition, the college sponsored a Washington Post Writers series "On Being A Black Man," that explored black identity issues, and novelist Michele Simms-Burton led a book discussion on "Reading African Authors: a series exploring the modern novel in Africa". Hosting for African American organization meetings was provided for the National Council Of Negro Women, Inc. Annual Crabfeast and the African American Preservation Conference.

Music and Fine Arts Outreach. In 2007, PGCC hosted or produced an array of fine music events, all open to the public and many free. Once again the college offered its Hallam Theater as the main venue of the Prince George's Philharmonic, which performed three concerts there including major works by Tchaikovsky, Shostakovich, Ravel, Beethoven, Schumann, Vaughn Williams, Mozart and Dvorak The County's only professional dance company, the National Ballet, also used PGCC as it base, giving five popular holiday performances of the "Nutcracker", and also danced Duke Ellington's "Nutcracker Sweet" and Ravel's "Bolero". Also brought to campus were the folkloric Irish Music and Dance Ensemble who presented their dance show "Memories of the Green", the Saint Sophia Cathedral Choir of Byzantine Music (Prince George's Arts Council), and a dance workshop, free and open to the public, led by Ms. Patricia Gholson, visiting scholar and professor of dance at Temple University.

The college's music faculty, students and the Concert Club were quite active in making or sponsoring public music in 2007. The season included nine faculty or student produced chamber concerts or recitals and three public workshops and master classes on musical instrument performance. Nor was jazz, America's classical music, neglected. Performances featured sessions by the PGCC Jazz Ensemble covering compositions by Duke Ellington, Herbie Hancock and Sonny Rollins, the Duende Jazz Ensemble in a program of Afro-Cuban Jazz. Also, the Pieces of a Dream jazz group presented a benefit concert for the PGCC Alumni Association.

Art events were an important part of the college's 2006-2007 cultural calendar. The major offering was the presentation of a museum-quality Byzantine fresco-replicas exhibition, "Images and their Power in Byzantium", organized by the Art and Music Department, and directed by Dr. Svetlana Popovic (Art). The program was accompanied by a full scale lecture series on Byzantine art and a concert of Byzantine Music. The art displayed was loaned by the Fine Arts Gallery of Vanderbilt University and the Byzantine Photograph and Fieldwork Archives, Dumbarton Oaks, Washington D.C. collections, with the support of the Samuel H. Kress Foundation, New York City and Prince George's Arts Council, MD. Other art events of the year included the Fall 2006 Student Art Exhibition, the 48th Annual Art Faculty Exhibition and Reception, a public workshop and panel discussion on visual learning moderated by Dr. Svetlana Popovic (Art) and the Spring 2007 Juried Student Art Exhibition.

And once again the college's Hallam Theater was the site of several important theatrical/cinematic events open to the public. Most notable was its staging by the Hallam Players of a major revival, *"Endgame"* by Samuel Beckett (7 performances) and a festival of ten one act plays by local playwrights — "Threshold of the Original II". The college also sponsored free performance of the experimental African American play "1001 Black Inventions" staged by a DC theater company. In addition the art department hosted the second annual Heritage Film and Video Festival, featuring locally produced documentaries, and the English and Art departments presented a major independent film as part of their Video Café program — "When the Levees Broke," a Spike Lee film followed by a discussion led by Professor Hathaway (English).

Intellectual Outreach. Aside from its prime function of providing a high quality educational service to the County, the college has always striven to act as a center of intellectual stimulation for the larger community, a place where ideas are developed, discussed and disseminated. It does

this mainly by maintaining a full schedule of lecture programs free and open to the public. Foremost along these lines is its *Cafe for the Mind* lecture series, a collaborative effort between Prince George's Community College and Prince George's County Memorial Library System showcasing faculty and librarian scholars and airing enlightening topics for the community. In 2007, the Café offered five lectures on "Avian Flu - Are We Prepared?" (Karl J. Roberts, Ph.D., Biology), "Why Are They Cutting Themselves! An Exploration of Self-Harm." (Pamela Marcus, Nursing), "Religion and Violence: A Philosopher Examines the Issue" (Clyde Ebenreck, Ph.D., Philosophy), "The War on Malaria: Is an End in Sight?" (Karl J. Roberts, Ph.D., Biology) and "Superstring Theory: The DNA of Reality" (S. James Gates, Ph.D, Physics, UMCP).

Another major lecture series, special to 2007 and held in conjunction with the college's Byzantine art exhibition, was "Images and their Power: Art and Architecture as Cultural Expression in Byzantium", sponsored by Maryland Humanities Council, through support from the National Endowment for the Humanities, and the PGCC Trailblazer Grant. Talks included Professor Slobodan Ćurčić (Princeton University) on "Patronage, Power and Style in Architecture of the Late Medieval Balkans", Professor Annemarie Weyl Carr (Southern Methodist University) on "Icons: Living with Holy Images in Byzantium", Dr. Natalia Teteriatnikov (Dumbarton Oaks Byzantine Center) on "Byzantine Frescoes: Why Do We Need Their Replicas?", Professor Ida Sinkevic (Lafayette College) on "The Art of Theology, the Theology of Art in a Byzantine's Aristocrat's Chapel", Professor Ljubica Popovich (Vanderbilt University) on "Eloquent Silence: Body Language and Written Words in Byzantine Painting as Visual Means of Engaging the Beholder" and Professor Svetlana Popovic (Prince George's Community College) on "Byzantine Monastery and Its Built Environment."

Miscellaneous lectures, panel discussions and workshops that took place in 2007 were: Michele Simms-Burton (English) on "Inheriting My Mother's Garden: Creative Nonfiction Essays", author Kate Campbell Stevenson in a performance lecture on "Women Back to the Future: Role Models for a New Generation", author Reginald Daniel on his book *Living Your Life Backward: Finding Balance Between Family, Money and Work*, a panel discussion on "Women In The Arts Moderator" led by Svetlana Popovic (Art), an ALANA' and PSE Collegian Center panel discussion on "Is Our Nation Ready For An African-American or Female President?", a PSE Center workshop on "Understanding Equal Educational Opportunity" and a panel discussion on "Censorship In The Arts" sponsored by the PGCC Art Department.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	73.3	73.4	74.5	74.4
B.	Students with developmental education needs	33.7	32.8	32.5	32.9

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated headcount enrollment in ESOL courses	828	884	989	954
D.	Financial aid recipients				
	a. Percent receiving Pell grants	17.3	18.4	15.2	18.4
	b. Percent receiving any financial aid	22.5	23.9	20.4	24.7

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		0.543	0.51	N/A

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	76.4	77.0	77.6	77.8
	b. Asian, Pacific Islander	4.0	4.3	4.0	4.3
	c. Hispanic	3.4	3.5	3.8	3.9
	d. Native American	0.5	0.4	0.4	0.3
	e. White	11.9	10.3	9.1	8.4
	f. Foreign	3.3	4.1	4.5	4.6
	g. Other	0.4	0.5	0.6	0.6

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$15,065	$17,892	$14,916	$16,628
	b. Median income three years after graduation	$44,880	$43,018	$39,490	$34,678
	c. Percent increase	198%	140%	165%	109%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	37,265	36,626	38,405	38,257	45,000
	b. Credit students	19,273	19,077	18,509	18,376	25,000
	c. Non-credit students	19,299	18,797	21,184	20,989	25,000

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	29.00%	26.40%	27.30%	24.00%	30.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	56.10%	55.40%	56.20%	55.50%	60.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	49.00%	49.90%	48.50%	49.20%	55.0%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	4,611	6,030	7,274	9,580	10,000
	b. Non-credit	383	725	807	877	1,000

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	62.40%	55.80%	55.20%	57.70%	73.0%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	97%	95%	93%	94%	

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	58%	57%	57%	61%	60%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		34.90%	48.30%	51.30%	50%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		53.8	71.0	81.2	85
	b. Developmental completers		66.3	67.0	83.9	85
	c. Developmental non-completers		34.6	33.2	34.7	50
	d. All students in cohort		47.0	54.1	64.1	75

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		42.0	50.0	58.3	60
	b. Developmental completers		31.9	35.4	41.9	60
	c. Developmental non-completers		22.8	16.6	21.0	30
	d. All students in cohort		30.2	30.8	37.0	45

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	79.5%	80.7%	77.2%	73.6%	90
	b. Mean GPA after first year	2.61	2.61	2.48	2.42	3.00

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	76%	85%	88%	84%	

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark 2010-2011
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	87.5%	89.5%	90.4%	91.2%	78.0%
	b. Percent non-white service area population, 18 or older (not benchmarked)	76.6%	77.9%	79.1%	80.1%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark 2010-2011
15	Percent minorities of full-time faculty	31.0%	32.0%	33.3%	38.1%	40.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark 2010-2011
16	Percent minorities of full-time administrative and professional staff	49.0%	50.0%	53.5%	57.8%	51.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		43.4	50.4	56.8	75
	b. Asian, Pacific Islander		68.9	73.3	74.1	75
	c. Hispanic		47.1	51.7	67.8	75

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		26.4	27.3	32.1	45
	b. Asian, Pacific Islander		46.7	47.8	54.3	45
	c. Hispanic		31.4	35.0	47.5	45

Economic Growth and Vitality: Workforce Development

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	99	113	115	104	127
	b. Data Processing	119	139	91	88	81
	c. Engineering Technology	8	8	. 16	12	19
	d. Health Services	134	166	165	177	182
	e. Natural Science	0	0	0	0	0
	f. Public Service	114	117	116	135	112
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20	Percent of career program graduates employed full-time in a related field.	74%	91%	100%	83%	
		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21	Graduate satisfaction with job preparation	97%	70%	75%	80%	
		Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22	Employer satisfaction with career program graduates	100%	100%	100%	100%	
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark 2010-2011
23	Licensure/certification exam pass rates					
	a. Health Information Technology	50%	33%	80%	100%	
	Number of Candidates	2	3	5	2	96%
	b. Nuclear Medicine	60%	100%	100%	100%	
	Number of Candidates	6	13	17	12%	100%
	c. Nursing	81%	79%	95%	86%	
	Number of Candidates	58	76	80	98	100%
	d. Radiography	100%	91%	77%	97%	
	Number of Candidates	13	23	30	30	90%
	e. Respiratory Therapy	100%	57%	100%	93%	
	Number of Candidates	2	7	7	15	90%
	f. Emergency Medical Technician	78%	67%	75%	58%	
	Number of Candidates	9	18	16	12%	90%
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark 2010-2011
24	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	9,261	8,971	9,579	13,112	10,000
	b. Annual course enrollments	16,853	13,212	14,186	21,402	15,000
			FY 2004	FY 2005	FY 2006	Benchmark 2010-2011
25	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.				'	
	a. Unduplicated annual headcount		6,232	6,961	7,319	5,000
	b. Annual course enrollments		8,201	8,439	9,290	7,500
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26	Number of business organizations provided training and services under contract.	37	39	37	41	50
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,798	2,520	2,318	3,180	3,465
	b. Annual course enrollments	3,756	3,563	3,334	6,634	5,198
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28	Employer satisfaction with contract training	100%	100%	100%	100%	100%

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Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	8,658	7,847	8,128	7,773	10,000
	b. Annual course enrollments	27,857	29,433	31,956	31,079	40,000

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	0	0	0	0	5,000
	b. Annual course enrollments	0	0	0	0	10,000

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	41%	38%	38%	38%	50%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	59%	57%	57%	56%	70%

COLLEGE OF SOUTHERN MARYLAND

MISSION

The College of Southern Maryland (CSM) is an open-admission, regional community college preparing students and community to meet the challenges of individual, social and global changes. CSM makes accessible a broad range of affordable, high-quality learning opportunities that allow students to define and achieve their goals, enhance their knowledge, and make smooth transitions at various stages of their development.

CSM contributes to the well being of the region by providing an array of associate degree and certificate programs; enhanced access to bachelor's degree programs; workforce development and job training; corporate consulting; leadership and community development; wellness, fitness and personal enrichment opportunities, and cultural experiences.

CSM seeks to instill a desire for lifelong learning and an appreciation of diverse points of view, and values integrity, critical thinking and service to others.

INSTITUTIONAL ASSESSMENT

Access to the baccalaureate degree is important to CSM and the current transfer, graduation, persistence and goal attainment rates present the college with an opportunity to assess and improve programs and services. CSM prepares its students to take full advantage of the opportunities available to them. By streamlining the college's most costly and time-consuming processes, increasing and diversifying revenue streams and containing costs, CSM can continue to serve a diverse community and position itself to realize growth in enrollment without compromising quality and a commitment to open access.

Explanation Required:
Indicator 19: Occupational Program Associate Degrees and Credit Certificates Awarded-Engineering Technology

While the number of CSM awards in mechanical and engineering technologies (HEGIS 53) dropped significantly in FY 2005, from 16 to 9, that number has rebounded to 17 in FY 2006. In FY 2007 preliminary data indicates at least 20 awards will be given, an increase of 122% over the FY 2005 level.

The college anticipates continued growth in these programs due to the high demand for technician-level workers in the southern Maryland area. By 2012 an increase of 20% is projected in new and replacement technician jobs, compared to increases in the state and nation of 3% and 2% respectively (CCBenefits). This growth is driven primarily by the naval facilities at Patuxent River and Indian Head and the defense contractors that support them. New promotion requirements for Navy personnel will drive this demand even higher. Beginning in FY 2011 a Navy technician must have an associate's degree in the field of expertise to be promoted from E7 to E8 and a bachelor's degree to be promoted to E9.

In response to the needs of area employers the college applied for and received an NSF grant titled "Preparing Technicians for Southern Maryland" in 2003. That multi-year project, funded

at $220,346 will be completed in June 2007. It has resulted in a number of new and expanded initiatives:

- Curricular revisions including a planned transition to a core curriculum for all technician programs and suspension of the Manufacturing AAS program;
- Updated tech prep high school articulation agreements;
- An updated articulation agreement with Capitol College to encourage graduates to continue for their bachelor's degrees;
- Publication of new recruitment materials that clarify the similarities and differences between engineers and engineering technicians;
- Hosting an annual Tech Day at CSM for high school students to spark their interest in technical careers. In the future this Tech Day will evolve into a regional robotics competition funded, in part, by local employers.

The college has embarked on numerous activities designed to develop a pipeline of young people interested in entering technical fields. Particular emphasis is directed at women and minorities who are underrepresented in these fields. Activities have included Women in Mathematics Day, Try College for a Day, a new summer camp in 2007 entitled 'Engineering and Robotic Challenge, Women in Technology Day and planned mentoring with local employers. The college, working in partnership with the public schools, anticipates that activities such as these will assure a future supply of local residents interested in pursuing postsecondary education to enter the high demand engineering technology field.

The college will continue to monitor the viability of the technical programs to assure that these programs efficiently and effectively meet local needs.

Accessibility and Affordability

Accessibility and affordability are key components of the CSM mission. The college strives to make a broad range of learning opportunities available to a diverse and growing population. The student enrollment indicators of headcount (credit and non-credit), market share of the service area population, and share of recent high school graduates continue to demonstrate that the institution is well-positioned to attract and serve the rapidly growing southern Maryland region. Southern Maryland is home to more than 324,000 people (according to estimates from the Maryland Department of Planning) and is expected to grow two percent in the next three years. Since 2003, the proportion of full-time students attending CSM has increased. At the same time, the college has seen a decline in the share of part-time students, from 69% in fall 2003 to 63% in fall 2006 (Indicator A). CSM has observed the share of women enrolled part-time at the college is declining faster than the share of men enrolled part-time; and there are declines among those students above age 25.

By 2010, it is expected that CSM will serve 22,777 students in credit and continuing education courses. The total headcount at CSM continues to increase (Indicator 1) with the FY '06 annual unduplicated headcount at 20,869. The credit headcount increased 65 headcounts, a little over 1% from one year ago (1.25%); non-credit increased by 140 headcounts, showing a growth rate <0.65% from one year ago.

CSM monitors market share using three measures: first-time full-time undergraduates (Indicator 2), part-time undergraduates (Indicator 3), and recent public high school graduates (Indicator 4). The market share of first-time, full-time freshmen (Indicator 2) remains steady at 60% and meets the CSM benchmark for this indicator. However, it should be noted that as more Southern Maryland residents enroll in upper division courses at four-year colleges, CSM's market share declines. Though declining from the fall 2003 figure of 75.4%, the CSM market share of part-time undergraduate students (71.5% in fall 2006) continues to represent the majority of CSM students (Indicator 3).

CSM efforts to reach high school students are reflected in the market share of recent public high school graduates from the tri-county area (Indicator 4). This year, the college-going rate slipped nearly two percentage points (69.1% to 67.2%), and just below the 67.9% benchmark for this indicator. To increase the proportion of the service area population attracted to the college, CSM will continue to offer Adult Learner nights and Preview nights, in addition to high school visits and College Fairs. Other targeted activities include high school visits, skills assessment testing in the high schools, financial aid workshops, and College Fairs in each of the three county public school systems.

Online and Web-hybrid courses provide an opportunity for students to further their education at a convenient time for them. Online offerings are in high demand and continue to grow at CSM (Indicator 5). A Distance Learning Task Force has been formed to address the increasing selection of courses, sections, and programs offered through online delivery.

As a public community college serving the three counties of Southern Maryland, the college receives almost half of its annual operating funding from student tuition. Tuition and fee charges in the public sector are a function of the institution's expenses, its dependence on tuition revenue as opposed to other sources such as appropriations or private giving, and the student population's ability to pay. Many students try to offset college costs through federal and state grants and loans (Indicator D). In FY '06, slightly fewer received some type of financial aid than in the previous fiscal year (22% in FY '05: 21% in FY '06). However, a slightly larger percentage were Pell Grant recipients (10% in FY '05: 11% in FY '06).

In the next four years, CSM will be continually challenged to get more from available resources. As institutional costs have risen, tuition and fees for CSM students increased as well and constituted nearly 44% of revenue in FY 2006. The college strives to provide access by keeping tuition and fees low, and has managed to maintain a rate less than half that of public four year institutions in the state. Tuition and fees for students, as a percent of tuition and fees at Maryland public four year institutions, has risen this fiscal year and is now 49.2% at CSM, up from 48% in FY2006. The CSM benchmark for this indicator is 49.9 (Indicator 6).

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

The College of Southern Maryland endeavors to offer high quality programs that are effective in helping students reach their academic and personal goals. The recent results of the Graduate Follow-Up Survey indicate that CSM is successful and that students are satisfied with the education they receive. Ninety-five percent (95%) of the 2005 CSM graduates reported that they

are satisfied with their educational goal achievement (Indicator 7). For students who enroll in spring but do not return in fall, a survey conducted in fall 2005 indicates 64% report having met their academic goals (Indicator 8). CSM continues to strengthen and affirm many articulation and transfer agreements and addresses local access to bachelor's degrees through partnership agreements with four-year colleges and universities.

The academic performance of students remains a high priority at CSM. To assess the progress and achievement of students, the college tracks progress to degree attainment through a series of *Degree Progress* indicators. Data indicate that within four years of matriculation, 83% of the 2002 cohort identified as needing developmental courses completed their coursework (Indicator 9). The persistence rate for all CSM students in the 2002 cohort is down one percentage point (79%); and for college-ready students (82%), down from 77.4% to 75% for Developmental Completers, and significantly reduced (from 52.9% in FY '05 to 31% in FY '06) for Developmental Non-Completers (Indicator 10). To counteract this trend, CSM implemented a pilot program aimed at reducing the number of students who place into developmental English and mathematics by partnering in providing developmental course equivalents in area high schools. A regional conference in student success in fall 2007 will address these concerns, as well as other topics.

Transfer students' performance at four year institutions is a strong indication of CSM's quality and effectiveness. Transferring credits to another college or university is the main reason credit students give when asked about their goal for attending CSM. The graduation/transfer rate after four years stands at 62.4% for college-ready students in the 2002 cohort (Indicator 11). CSM improved the graduation/transfer rate for developmental completers to 49.5%, an increase of 2.7% percentage points. The rate for Developmental Non-Completers rose sharply this fiscal year to 25%, up from 11.8% one year ago. For all students in the cohort, the graduation/transfer rate is nearly unchanged (56.7%). CSM will continue to investigate retention issues and the effectiveness of retention activities.

CSM remains above the state average in its four-year graduation and transfer rate for first-time freshmen. This is a positive indication of the college's efforts at preparing students for transfer to four-year institutions. The result is supported by the results of the Graduate and Employer Follow Up survey. Eighty-two (82%) of graduates were satisfied with the transfer preparation they received from CSM. This is, however, one percentage point below the current benchmark for this indicator. The survey will be repeated in 2008.

Among the various efforts to improve transfer at CSM are monthly workshops such as, Transfer Tips for Business Majors, Financial Aid for Transfer Students, Transferring to a Historically Black College or University, Transfer Tips for Students with Disabilities. Also offered are free college tours of various colleges/universities in the state and out of state, a *TRANSFERmation* Help Desk: The transfer staff takes their office to various locations on campus. The college hosts a Transfer Awareness Week, when various activities having to do with transferring are scheduled.

Diversity

Efforts at recruiting a diverse student body are working. With growth, CSM has realized an increase in the diversity of its student population. The Office of Diversity's strategic plan 2007

to 2009 includes a "President Council on Diversity", serving as an umbrella committee for the coordination of the college's diversity efforts, and implementation of a plan to recruit a diverse workforce. The college piloted a college-wide cultural competency model at the Prince Frederick campus this past year and plans to strengthen ties with local by supporting community efforts to create a more welcoming environment.

As reported in the Student Characteristics portion of the report (Indicator F), the student racial/ethnic distribution shows an increase in the minority representation at CSM over the years reported. Within the past four years, the college has achieved an ethnic breakdown more diverse than the Southern Maryland region, specifically for Asians, African Americans, and a small but growing Hispanic population (Indicator 14). CSM exceeds the benchmark established for this indicator. In FY '06, the percentage of minority student enrollment (28.6%) reflects an increase of 3.5% percentage points for this segment in four years.

The professional category of employees, which is 19% of college employment, shows a steady underutilization of minorities over the past four years, especially for full-time faculty (14%), as seen in Indicator 15. The highest rate for this segment at CSM occurred in 2004, when it reached 17% of the total. The percent of minorities of full-time administrative and professional staff increased slightly in the past year, up from 12.6% in FY '05 to 15.7% in FY '06. CSM strives to perform at the benchmark level of 17% for both indicators. If the 17% target could be achieved, the number of full time faculty who are minority would increase by eight hires over current levels, and the number minority administrative/professional staff would increase by five hires. A Faculty of the Future committee was established to discuss diversity issues and education of hiring committee members on the value of diversity and what competencies the faculty member of the future must possess.

Academically, the achievement gap between minority and majority students continues to be an area of focus. The African-American successful-persister rate after four years trended downward from 76.8% for the 2001 cohort to 70.7% for the 2002 cohort (Indicator 17). Other ethnic groups are not reported due to the small cohort size of fewer than 50 students. The graduation-transfer rate after four years for the minority segment of African-Americans (Indicator 18) also declined by a few percentage points from FY '05 to FY '06 (from 49.3% to 45.5%), nearly 13 points below the benchmark of 58.6% for CSM students.

Economic Growth and Vitality, Workforce Development

An important component of CSM's mission is to develop the human capital that will contribute to a global economy. To that end, CSM works closely with business and industry to offer credit programs focused on workforce development. CSM awarded a total of 456 occupational program associate degrees and credit certificates in FY 2006, compared to 383 four years ago. This represents continuous growth in occupational associate and certificate program completions; a 19% increase in four years. The greatest increases have been in the Health Sciences (62% increase) and Public Service (87% increase) in four years. Public Service currently exceeds the FY 2010 benchmark for this indicator (Indicator 19).

The college's support for regional economic and workforce development is continuously

validated by high levels of employer and student satisfaction with the preparation for employment of students. Eighty nine (89%) of career program graduates were employed full time in a related field (Indicator 20), as reported by employers surveyed in 2005. In 2005, one-hundred percent of employers surveyed reported being satisfied with career program graduates (Indicator 22), exceeding the 95% benchmark for this indicator. CSM contributes to the economy in another important way. It offers programs in career fields where there is high demand. CSM continually adjusts curricula to meet local employment needs.

COMMUNITY OUTREACH AND IMPACT

With a highly diverse student body characterized by differing aspirations, life circumstances, and skill levels, CSM constantly develops learning experiences and support services that meet the needs of distinct groups. CSM has been applying funding from a National Science Foundation Grant to develop interest in the science, math and technology fields. For example, high schools in Southern Maryland were invited to take part in the "CSM Robotics Challenge: a Southern Maryland High School Competition" to test their robot designs, meet with other local students and demonstrate to local business, community and education leaders that their generation has the ability to move engineering technology and design to the next level. During the competition, students made technical presentations on how they approached the engineering challenge posed by this year's competition field, how they designed and programmed their robot and how they approached design and functionality problems.

In the Try College for a Day program, CSM provided information for parents and home school students on how to attend CSM as a credit or continuing education student, how to earn college credits that will transfer to a four-year university and how to supplement home instruction with lab sciences or foreign languages. This one-day event offers information about admissions requirements, placement tests, registration and more.

Community members were invited, through advertising in local newspapers and other media, to attend community forums: "Perspectives on Economic Growth" and "Global Warming-Discussion & Critique of "An Inconvenient Truth". Forums were structured to encourage questions from the audience and dialogue with the panelists.

CSM also launched a Friday Night Lecture Series that is free, and open to the public. It features experts from the college discussing various topics and provides an opportunity to build community through enriching discussions. The status of America's healthcare system came under review, bringing together the chair of CSM's nursing and health technology department, chair of CSM's business, economics and legal studies department, and vice president of St. Mary's Hospital, in a discussion of the condition of healthcare in "Healthcare in the U.S: Play Now or Pay Later."

The college expanded its personal enrichment program and summer enrichment offerings in 2006 including the Kids' and Teens' College programs which allow children to design an entire day specific to their interests in a fun, active, learning environment. Kids' College also includes extended day care options for working parents. Adult PLUS classes enable active adults to enrich

their lives with personal enrichment programs through luncheon lectures and various classes. Driver education training was expanded to the Leonardtown Campus. CSM developed a short-term training program which featured ten new non-credit certificates. These programs were designed to offer skills appropriate for entry-level jobs in a variety of fields.

The number of persons enrolled in noncredit community service and lifelong learning courses increased between 2003 and 2006. The unduplicated headcount in FY2006 for this indicator (#29) has steadily grown from FY 2003 (2,279) to FY 2006 (5,071). Annual course enrollments increased in the four years due to new programs, such as Kids' College which was introduced in late fiscal year 2005. The summer program offered over 80 courses at the three campus locations for children ages 7-15. Children now spend partial or full days for a week or the entire summer taking classes at CSM. Many courses target gifted and talented children in the areas of Science, Engineering, and Information Technology, Business, and Art.

Enrollment in noncredit workforce development courses (Indicator 24) grew between FY2003 to FY2006 (from 5,866 to 9,725). Noteworthy was the level of business community involvement in the programs. Local firms provided guest speakers and scholarship opportunities for children to attend classes. Enrollment in Continuing Professional Education leading to government or industry-related certification or licensure (Indicator 25) grew by more than 1,450 enrollments over the period FY2003 to FY2006 and by 1,675 in unduplicated headcount. CSM also developed a short-term training program which featured non-credit certificates. The non-credit certificate for supervisors serves as an in-house training program to local employers. The Southern Maryland Electric Cooperative (SMECO) and the Naval Surface Warfare Center-Indian Head Division both have utilized this program which features six core courses and two electives.

The Corporate Center at CSM offers comprehensive training, education and consulting for organizations seeking to increase employee productivity and organizational efficiency. It also provides a broad range of innovative training solutions with tailored courses to meet specific business goals and access to nationally recognized education providers Development Dimensions International (DDI), American Management Association (AMA), Society for Human Resources Management (SHRM), Project Management Institute (PMI). The college has an active contract training calendar. The CSM Corporate Center and provided training services under contract with 84 businesses in 2006. Both the unduplicated headcount and enrollments in contract training courses have grown compared to four years ago. More than 3,587 students received training through contracted services in FY2006.

The CSM Corporate Center designed and introduced the Entrepreneur Program to foster Southern Maryland's economic vitality through expanded education, training, and business consulting services. Though the college has a rich history of providing programs and services to small businesses, new entrepreneurs can now join with hundreds of individuals and business start-ups benefiting from the college's Small Business Development Center.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	69%	65%	66%	63%
B.	Students with developmental education needs	42%	41%	47%	48%

		FY 2003	FY 2004	FY 2005	FY 2006
C.	Total unduplicated enrollments in English for Speakers of Other Languages (ESOL) courses	25	5	24	24

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
D.	Financial aid recipients				
	a. Percent receiving Pell grants	9%	10%	10%	11%
	b. Percent receiving any financial aid	19%	20%	22%	21%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		Not Available	65.4%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	18%	18%	19%	20%
	b. Asian, Pacific Islander	3%	3%	3%	3%
	c. Hispanic	3%	3%	3%	3%
	d. Native American	1%	1%	1%	1%
	e. White	72%	73%	71%	69%
	f. Foreign	0%	0%	0%	1%
	g. Other	3%	2%	3%	3%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates				
	a. Median income one year prior to graduation	$18,525	$18,240	$19,291	$19,148
	b. Median income three years after graduation	$43,145	$40,287	$41,992	$36,679
	c. Percent increase	132.9%	120.9%	117.7%	91.6%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	19793	18794	20640	20869	22777
	b. Credit students	10931	9997	9970	10035	10507
	c. Non-credit students	9346	9276	11211	11351	12270

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	61.3%	59.1%	60.0%	60.0%	60.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	75.4%	74.7%	74.1%	71.5%	72.0%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	66.0%	69.2%	69.1%	67.2%	67.9%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
5	Enrollment in online courses					
	a. Credit	Not Available	2070	4334	5420	6217
	b. Non-credit	Not Available	244	266	481	531

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	52.4%	49.8%	48.0%	49.2%	49.9%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	98%	91%	92%	95%	95%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark Spring 2009
8	Non-returning student satisfaction with educational goal achievement	54%	59%	64%	No data	64%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		86.5%	86.1%	83.3%	85.3%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persistor rate after four years					
	a. College-ready students		88.6%	83.2%	82.0%	84.6%
	b. Developmental completers		80.3%	77.4%	75.0%	85.5%
	c. Developmental non-completers		30.8%	52.9%	31.0%	45.8%
	d. All students in cohort		84.5%	80.5%	79.0%	81.3%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		66.6%	64.8%	62.4%	70.0%
	b. Developmental completers		55.6%	46.8%	49.5%	60.7%
	c. Developmental non-completers		23.1%	11.8%	25.0%	24.0%
	d. All students in cohort		61.7%	57.3%	56.7%	58.6%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	85.6%	82.2%	79.9%	79.9%	84.0%
	b. Mean GPA after first year	2.89	2.76	2.67	2.69	2.75

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	80%	80%	85%	82%	83%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	25.1%	25.2%	26.8%	28.6%	26.4%
	b. Percent non-white service area population, 18 or older (not benchmarked)	25.5%	26.5%	27.6%	29.0%	

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	14.0%	17.0%	14.0%	14.0%	17.0%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	12.0%	10.4%	12.6%	15.7%	17.0%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persistor rate after four years					
	a. African American		69.4%	76.8%	70.7%	81.3%
	b. Asian, Pacific Islander		N<50	N<50	N<50	
	c. Hispanic		N<50	N<50	N<50	

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		53.2%	49.3%	45.5%	58.6%
	b. Asian, Pacific Islander		N<50	N<50	N<50	
	c. Hispanic		N<50	N<50	N<50	

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Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area:					
a. Business	147	144	137	162	190
b. Data Processing	103	113	108	80	100
c. Engineering Technology	19	16	9	17	23
d. Health Services	68	58	105	110	134
e. Natural Science	0	0	0	1	3
f. Public Service	46	74	67	86	83

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field.	88%	79%	86%	89%	86%

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with job preparation.	84%	71%	81%	78%	83%

	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	100%	83%	95%	100%	95%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. Nursing License Exam (NCLEX) - RN	93%	89%	87%	86%	91%
Number of Candidates	59	55	55	78	
b. Nursing License Exam (NCLEX) - LPN	100%	100%	100%	N/A	100%
Number of Candidates	9	8	11	None	

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	3945	5327	6875	6127	7447
b. Annual course enrollments	5866	8032	10560	9725	11820

		FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
a. Unduplicated annual headcount		2736	3599	3655	3966
b. Annual course enrollments		2890	3797	4577	4600

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services* under contract.	85	54	97	84	98

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	1964	3017	4545	3587	4360
b. Annual course enrollments	2690	4747	6971	5877	7143

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	100%	100%	100%	100%	100%

Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	2279	3351	3576	5071	6163
	b. Annual course enrollments	3666	5060	5127	7315	8891

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	25	5	24	24	20
	b. Annual course enrollments	25	5	24	24	20

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	45.8%	46.7%	45.0%	46.0%	48.6%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	55.7%	55.5%	53.0%	54.0%	55.7%

WOR-WIC COMMUNITY COLLEGE

MISSION

Wor-Wic is a comprehensive community college serving the education and training needs of the residents of Worcester, Wicomico and Somerset counties. Providing affordable, high quality postsecondary credit programs and continuing education courses in a high technology environment, the college serves a diverse student population from current high school students to senior citizens.

INSTITUTIONAL ASSESSMENT

Student Characteristics

More than two-thirds of Wor-Wic's students attend the college part time and, in addition to attending, almost two-thirds of the students work more than 20 hours per week. Over the past four years, more students (87 percent in the fall of 2006) are requiring developmental instruction in reading, writing and/or mathematics.

Almost a third of the students who attend Wor-Wic receive Pell grants, and more than 40 percent of Wor-Wic's student body receives some type of financial aid. These figures have decreased by more than 10 percent since FY 2003.

More than 70 percent of the college's enrollment is white and almost one-fourth is African American. The other 6 percent consists of Asian, Hispanic, Native American and "other" students. Unduplicated headcount in English as a Second Language courses have more than doubled from 45 students in FY 2003 to 104 students in FY 2006.

The median wage for employed occupational program degree graduates is considerably higher than prior to graduation. In FY 2006, the median wage of graduates three years after earning a degree was $39,799 and the median wage of these same graduates a year before graduation was $16,618, an increase of 139%.

Accessibility and Affordability

Wor-Wic strives to be accessible to all residents in its service area by providing a quality postsecondary education at a reasonable cost. With the most affordable service area tuition and fees in the state, Wor-Wic's full-time service area tuition and fees are 34 percent of the average tuition and fees of Maryland public four-year colleges and universities. Even though funding from the state and service area counties has not kept pace with citizen demand for educational services, the college plans to keep this tuition percentage from rising above 40 percent in the next four years. This goal is reinforced by Wor-Wic's strategic objectives to maintain an affordable tuition rate and to reduce the percentage of the college's budget supported by student tuition and fees. These efforts also help the college to meet the 2004 Maryland State Plan for Postsecondary Education goal to "achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders." Over the past four years, the college's ratio

of its tuition and fees to the average tuition and fees for Maryland public four-year colleges and universities was at 35 percent or lower.

Wor-Wic served almost 10,000 unduplicated students (credit and non-credit combined) in FY 2006. The college has set its benchmark to increase student headcount by 13 percent over the next four years. An institutional marketing plan is currently being developed and should help the college to meet this benchmark. Credit and non-credit student headcounts have not changed much over the past four years, except for FY 2005 when a contracted non-credit course for a large number of students was conducted. The percentage of all first-time, full-time service area residents attending higher education in Maryland who have chosen Wor-Wic was 46 percent in the fall of 2006. The college has set its benchmark at 50 percent in the fall of 2010. In addition, the college enrolls more than three-fourths of the part-time service area undergraduates pursuing higher education in Maryland.

The opening of the college's child development center this past fall increases access to students who have children and addresses the college's strategic objective to increase overall enrollment. In addition, the implementation of online registration and payment processes this year and online application next year is a strategic objective of the college. These objectives address the college's accountability indicators as well as the State Plan goal to promote accessibility for all Marylanders.

Enrollments in credit online courses increased 89 percent over the last four years and non-credit online course enrollments more than tripled. The college's distance education plan has been updated to include enrollment goals, and a strategic objective to increase enrollment in online and hybrid courses has been created this year.

Of the recent service area public high school graduates enrolled in higher education institutions in Maryland, more than half attend Wor-Wic. This percentage increased from 48 percent in AY 02-03 to 53 percent in AY 05-06. The college has numerous articulated credit and dual enrollment agreements with area secondary schools to create a seamless transition from secondary to postsecondary education. These agreements support the State Plan action recommendations for greater collaboration between institutions of higher education and preK-12 schools. Additionally, the college has a strategic objective to increase the enrollment of recent high school graduates.

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

Wor-Wic recognizes learning, a core value of the college, as intellectual and personal growth that is promoted through a positive and supportive atmosphere that encourages creative and critical thinking. Learning is the key to student success.

Four years after entering the college, 64 percent of the fall 2002 cohort of students either graduated, transferred or were still attending the college (successful or persisting). The successful-persister rates for students who didn't require any developmental coursework and for students who completed their required developmental coursework were both 80 percent. Students who did not complete required developmental coursework had a successful-persister

rate of 36 percent. More than one-third of the first-time entering students who require one or more developmental courses complete their developmental coursework within four years. To increase developmental student success, the college has implemented a strategic objective to increase student retention and goal achievement of developmental students.

The successful-persister rate for the fall 2001 college-ready cohort was much lower than the fall 2000 and 2002 cohorts. An analysis of the data showed that 40 percent of the college-ready students in the fall of 2001 received credit in the college's criminal justice academy and completed the courses required to earn a law enforcement certificate. However, the certificate program was not approved until the following year and the students did not receive an award from the college. These students are not considered as successes in the analysis, but did meet their educational goals.

Forty-two percent of the fall 2002 cohort either graduated or transferred within four years. The college-ready students and developmental completers had graduation-transfer rates of 65 and 52 percent, respectively. Less than one-fourth of the students who did not complete their developmental coursework either earned a certificate or transferred. The fall 2001 graduation-transfer rate was also negatively affected by the criminal justice academy students who did not earn an award. The college has set its benchmark for the fall 2006 cohort at 51 percent.

Of the students who attended in the spring of 2005 and did not graduate or return in the fall, almost 60 percent reported that they had achieved or partly achieved their educational goal. Survey results show that the main reasons students do not persist in meeting their goals are financial and personal reasons, as well as employment demands. The college has created a strategic objective to increase overall student retention and goal achievement with a benchmark of 68 percent. The new "Aim for Success" open house program is designed to help first-time students learn strategies to achieve success at college. Information is presented to help students make a successful transition to college, increase awareness of services available to students and enhance knowledge of credit offerings available. To further assist students in meeting their academic goals, a new student development course was implemented in the fall of 2007. The course is mandatory for most students and is designed to introduce students to the information and habits that facilitate success at the college level.

The results of the Maryland Higher Education Commission's Graduate Follow-Up Survey indicate that Wor-Wic graduates are meeting their educational goals. More than 95 percent of each of the reported graduate cohorts responded that they had completely or partly achieved their educational goal at the time of graduation. The 2005 graduates reported a 99 percent satisfaction rate. Transfer program student satisfaction with the quality of transfer preparation was more than 80 percent for the 2005 graduate cohort. More than three-fourths of the students who transferred from Wor-Wic to Maryland four-year institutions in the 2005-06 academic year had a first-year GPA of 2.00 or higher, with an average of 2.52. The college partners with local universities, Salisbury University and the University of Maryland Eastern Shore, to provide a seamless transition for students who start at the community college and transfer to earn a bachelor's degree. This activity supports the State Plan action recommendation to ease the transfer of students from the community colleges to four-year institutions.

Diversity

Wor-Wic defines diversity, one of its core values, as the dynamic variety of people and ideas that promote greater skill and wisdom, and enhance institutional vitality. This core value ties in with the college's strategic goal to improve student success and increase the diversity of students and employees. This strategic goal supports the State Plan goal to ensure equal educational opportunity for Maryland's diverse citizenry. The minority enrollment of Wor-Wic's student body ranged from 26 percent to 29 percent over the last four years, while the service area population 18 years old and older was estimated to consist of 26 percent minorities.

Almost half of the African American students who started in the fall of 2002 earned an award, transferred or were still attending the college after four years. More than one-fourth of the students had graduated or transferred. These rates dropped from the fall 2000 cohort to the fall 2001 cohort, but have increased again for the fall 2002 cohort. The college has set its benchmarks at 60 percent for the successful-persister rate and 35 percent for the graduation-transfer rate. The college strives to increase the success of minority students with a strategic objective to increase the retention and goal achievement of minority students. Asian American and Hispanic student rates are not reported since the cohorts for analysis consist of less than 50 students.

Seeking to increase diversity in all employee groups, the college works toward meeting the State Plan commitment to improve the diversity of faculty and staff. Due to the low turnover of credit faculty, number of new credit faculty positions each year and lack of qualified minority applicants, it is difficult to meet the college's benchmark of 12 percent minority credit faculty. However, the percentage of minority credit faculty has increased from 6 percent in the fall of 2003 to 9 percent in the fall of 2006. Gaining two more minority credit full-time faculty employees would enable Wor-Wic to meet its benchmark. The percentage of minority full-time administrative/professional employees increased to 9 percent in the fall of 2004, decreased to 4 percent the fall of 2005 and then increased to 7 percent in the fall of 2006. Since the college employs less than 60 full-time administrators, there is much variability in the data for this indicator. Hiring two more minority administrators would allow the college to meet its benchmark of 10 percent. To increase the likelihood of minority applicants for administrative and faculty positions, the college continues mailing administrative and faculty job postings to all members of the college's "minority friends" list and uses media that target minorities. The college has a strategic objective to increase minority representation in college faculty and administrative and professional staff.

Economic Growth and Vitality, Workforce Development

Expanding courses, facilities and programs to meet the changing needs of the local work force is a strategic goal for the college that addresses the State Plan goal to promote economic growth and vitality through the development of a highly qualified work force. Ninety-one percent of Wor-Wic's career program 2005 graduates indicated they were satisfied with their job preparation and 93 percent were employed full time in jobs related or somewhat related to their academic major. Of the graduate employers, 100 percent indicated they were satisfied with the job preparation of these employees.

Supporting the State Plan action recommendation to expand enrollment capacity in high demand and workforce shortage areas, the college expanded its nursing program (for the second time in four years) in FY 2007 and awards almost half of its occupational degrees and certificates in health sciences. The college strives to expand educational opportunities in health careers and has set a benchmark of 180 health science awards in FY 2010. Due to the move of the college's commencement from August to May, summer completers have been reported in the next fiscal year starting in FY 2004, causing a dip in the number of awards in that year. More than one-fourth of the college's occupational degrees and certificates are awarded in business programs and more than 20 percent are awarded in public service programs, mainly criminal justice. The rest of the occupational awards are earned in data processing and engineering technology. Data processing awards dropped from FY 2004 to FY 2005, but have increased again to 11 in FY 2006. The college continues striving to meet its benchmark of 20 in FY 2010.

The percentage of licensed practical nursing graduates who pass the National Council Licensing Examination on their first try has been 98 percent or higher over the past four years. The pass rates were 100 percent in FY 2003 and FY 2004 and 98 percent in FY 2005 and FY 2006. The first-try pass rate for registered nursing graduates has been consistently at 90 percent or higher over the past four years. The rate for radiologic technology graduates who pass the certification and licensure examination in radiography on their first try has been 100 percent in each of the past four years. Retention has been an issue in this rigorous program and the college has set its FY 2010 benchmark at 15 students. The EMT-Paramedic program was implemented in FY 2003 and the first students took the exam in FY 2004. More than two-thirds of the students passed on their first try in FY 2005 and no first-time students took the test in FY 2006. The college has set its benchmark at 80 percent and 16 students for FY 2010.

Wor-Wic maintains relationships with business, industry, government and other community groups to ensure the relevance of the college's programs and services. The college is committed to meeting local needs for a trained work force and supports the State Plan commitment to meet overall workforce needs. In FY 2006, contracted workforce and workplace-related training courses were provided to more than 1,000 employees from 34 businesses and organizations. The decrease since FY 2003 in businesses and organizations that contracted training is most likely due to many local businesses closing, downsizing or budgeting less money for training due to economic conditions. The increase in the number of contract training enrollments and unduplicated participants in FY 2005 is attributed to shorter, more intense courses. All but one of the businesses and organizations that contracted training in the past four years responded that they were very satisfied or satisfied with the training that they received. A strategic objective of the college is to increase the number of courses offered, businesses served and participants served in contract training.

Over the past four years, unduplicated headcount and total enrollments in non-credit workforce development courses peaked in FY 2005 at 5,904 students and 8,710 enrollments. The college strives to increase the number of students and enrollments and has set its benchmarks at 6,494 students and 9,581 enrollments. More than 40 percent of the students enrolled in non-credit workforce development courses are preparing for government or industry-required certification or licensure. Students also attend these continuing professional education courses to renew their

certifications or licenses. A strategic objective of the college is to expand courses and training to support continuing professional education.

Community Outreach and Impact

Wor-Wic enrolled almost 400 students in non-credit basic skills and literacy courses in FY 2006. Some of the students took more than one course, resulting in almost 800 course enrollments in the same year. These courses include adult basic education, GED preparation and English as a second language.

Most of the college's offerings are related to workforce development or basic skills and literacy. However, community service and lifelong learning course enrollments increased from less than 13 in FY 2003 through FY 2005 to more than100 in FY 2006. Additional offerings of art and art history courses appealed to an increasingly older service area population.

Effective Use of Public Funding

The percentage of operating expenses that go to instruction and selected academic support has been either 43 or 44 percent over the past four years. The percentage of operating expenses that go to instruction alone has been either 41 or 42 percent in the same time period. The benchmarks for these indicators are set at 45 and 43 percent, respectively. Allocating resources to address student needs is a priority of the college and apparent by the fact that more than half of the new full-time positions approved for FY 2008 are in the instructional and student support services areas.

COMMUNITY OUTREACH AND IMPACT

Wor-Wic is proud of its collaboration with service area secondary schools and offers articulated credit and dual enrollment for high school students. The college has dual enrollment agreements with service area boards of education and several private high schools. In addition, general education courses are taught in the Worcester County high schools and are being offered to students in Somerset County high schools during the summer of 2007.

Partnering with its university counterparts at Salisbury University and the University of Maryland Eastern Shore, Wor-Wic continuously works toward the State Plan action recommendation to ease the transfer of students from community colleges to four-year institutions. Wor-Wic now offers nine transfer program options designed to provide a seamless transition for students who start at the community college but wish to transfer to a four-year institution.

To address the need to train and funnel students into programs that address critical workforce needs in the areas of allied health, biotechnology, and science and technology research, a new science transfer program was offered in FY 2007. This associate of science degree program satisfies the first two years of a bachelor of science degree in biology. The program also serves as a transfer program for pre-health majors, including medicine, dental, veterinary, physical therapy and physician assistant. Wor-Wic and Salisbury University are working on an

articulation agreement from the science transfer program to the Salisbury University biology program. In addition, the college established an articulation agreement in FY 2007 so that its chemical dependency counseling students can transfer to Salisbury University's social work program with junior status.

In the fall of 2007, the new culinary arts option of the hotel-motel-restaurant management program will provide students with the knowledge and skills needed to begin a career as a chef or to upgrade their skills. Students will work in a modern teaching kitchen with commercial equipment and prepare foods typically found in area restaurants. The program includes degree and certificate options and is closely aligned with the Delmarva chapter of the American Culinary Federation. Wor-Wic is working with the University of Maryland Eastern Shore to articulate the culinary degree to their hospitality program. In addition, the college has been meeting with local high school career and technology centers to articulate credit from secondary education to the college.

Another new option, forensic science, will be offered in the criminal justice program in the fall of 2007. This associate degree is designed for new students interested in the field as well as current law enforcement officers who want to expand their knowledge. Wor-Wic has established an articulation agreement with the University of Baltimore so that students can transfer into their forensic science bachelor's degree program with junior status.

To help meet the staffing needs of area hospitals, the college's nursing program admitted 16 additional practical nursing students in January of 2007. The new nursing students will complete the certificate program in December and will be eligible for admission into the expanded registered nursing program in January of 2008. To address capacity issues and provide the required clinical experience for these additional students, the expanded program is offered on a different timetable than the nursing program already in place. The growth was made possible with financial assistance from area health care facilities and the college's recent Three-Way Challenge fund-raising campaign.

Starting in the summer of 2007, the college offered a new 10-week summer session consisting of online courses. The new session was designed to serve students who return home to the area for the summer, attend local universities or move to the area for summer employment. Eight additional summer online courses were offered in the new session.

In another effort to improve access to students, the college opened a child development center in the fall of 2006. The center provides on-campus child care for students, employees and community members, as well as a hands-on learning environment for Wor-Wic's early childhood education students. The center has recently expanded to include a 10-week summer program for children ages six through 12, with activities such as junior aerobics, music and drama, science and nature, outdoor play, crafts and weekly field trips.

New Summer Scholars courses, offered for gifted and talented students entering grades five through eight, are starting in July of 2007. The courses cover forensics, crime scene investigation and crime lab chemistry, as well as space science, origins of the universe and the life cycle of stars. Before and after care is also available for students in the courses.

Wor-Wic partnered with the Maryland Interactive Distance Learning Network, Allegany College of Maryland and Chesapeake College to offer a master logger training series of courses in FY 2007. The new four-course series is designed for anyone interested in learning about sustainable forestry and logging safety.

Serving local residents as well as Wor-Wic students, the college hosted several career development workshops and information nights in FY 2007. Career exploration campus visits were conducted for middle school students and career assessment services were offered at an off-campus site. The college's job fair in March of 2007 was attended by more than 50 local employers and more than 200 students and community members.

Wor-Wic, in partnership with the Tri-County Workforce Development Initiative and the Maryland Department of Human Resources, has been offering a new work experience program since January of 2007. The program provides participants with academic and vocational assessments, career counseling and work experience opportunities. On-campus placements are made in the landscape management, office support and food service areas.

In FY 2007, the college partnered with five local institutions to create a new Nursing Career Support Initiative. The program addresses first-time nurse retention issues, develops nurse leaders and mentors and increases the number of potential new nursing faculty at Wor-Wic and Salisbury University. A grant-funded nurse mentor coordinator, who is located at Wor-Wic, is responsible for developing and implementing the program.

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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 2003	Fall 2004	Fall 2005	Fall 2006
A.	Percent credit students enrolled part-time	70%	71%	68%	68%
B.	Students with developmental education needs	80%	82%	84%	87%

		FY 2003	FY 2004	FY 2005	FY 2006
C.					
	Total unduplicated headcount enrollment in ESOL courses	45	74	106	104
D.	Financial aid recipients				
	a. Percent receiving Pell grants	41%	35%	36%	32%
	b. Percent receiving any financial aid	50%	45%	45%	42%

			Sp 2004	Sp 2006	Sp 2007
E.	Credit students employed more than 20 hrs/ week		65%	63%	NA

		Fall 2003	Fall 2004	Fall 2005	Fall 2006
F.	Student racial/ethnic distribution				
	a. African American	23%	26%	25%	22%
	b. Asian, Pacific Islander	1%	1%	2%	1%
	c. Hispanic	1%	1%	2%	2%
	d. Native American	1%	1%	0%	0%
	e. White	71%	68%	68%	72%
	f. Foreign	0%	0%	0%	0%
	g. Other	3%	3%	3%	3%

		FY 2003	FY 2004	FY 2005	FY 2006
G.	Wage growth of occupational degree graduates**				
	a. Median income one year prior to graduation	$14,403	$14,626	$14,826	$16,618
	b. Median income three years after graduation	$32,605	$32,903	$38,723	$39,799
	c. Percent increase	126%	125%	161%	139%

Accessibility and Affordability

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
1	Annual unduplicated headcount					
	a. Total	9,793	9,782	10,392	9,888	11,184
	b. Credit students	4,262	4,265	4,351	4,326	4,803
	c. Non-credit students	6,013	6,013	6,576	6,013	6,800

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
2	Market share of first-time, full-time freshmen	39%	41%	47%	46%	50%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
3	Market share of part-time undergraduates	76%	78%	78%	76%	80%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
4	Market share of recent, college-bound high school graduates	48%	47%	52%	53%	57%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark Fall 2010
5	Enrollment in online courses					
	a. Credit	421	716	891	796	1,200
	b. Non-credit	76	117	201	264	400

		FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	35%	33%	33%	34%	40%

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Quality and Effectiveness: Student Satisfaction, Progress and Achievement

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
7	Graduate satisfaction with educational goal achievement	96%	96%	98%	99%	96%

		Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Benchmark 2009 Cohort
8	Non-returning student satisfaction with educational goal achievement	56%	56%	58%	NA	68%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
9	Developmental completers after four years		32%	33%	34%	40%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
10	Successful-persister rate after four years					
	a. College-ready students		82%	47%	80%	85%
	b. Developmental completers		87%	83%	80%	85%
	c. Developmental non-completers		45%	35%	36%	45%
	d. All students in cohort		71%	60%	64%	71%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
11	Graduation-transfer rate after four years					
	a. College-ready students		62%	37%	65%	70%
	b. Developmental completers		60%	55%	52%	65%
	c. Developmental non-completers		22%	19%	21%	25%
	d. All students in cohort		47%	39%	42%	51%

		AY 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
12	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	80%	80%	78%	77%	82%
	b. Mean GPA after first year	2.60	2.67	2.55	2.52	2.70

		Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
13	Graduate satisfaction with transfer preparation	90%	100%	100%	84%	95%

Diversity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	26%	29%	29%	26%	26%
	b. Percent non-white service area population, 18 or older (not benchmarked)	26%	26%	26%	26%	NA

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
15	Percent minorities of full-time faculty	6%	7%	7%	9%	12%

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
16	Percent minorities of full-time administrative and professional staff	7%	9%	4%	7%	10%

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
17	Successful-persister rate after four years					
	a. African American		61%	38%	48%	60%
	b. Asian, Pacific Islander		*	*	*	*
	c. Hispanic		*	*	*	*

			Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
18	Graduation-transfer rate after four years					
	a. African American		30%	17%	28%	35%
	b. Asian, Pacific Islander		*	*	*	*
	c. Hispanic		*	*	*	*

Economic Growth and Vitality: Workforce Development

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
19 Occupational program Associate degrees and credit certificates awarded by program area					
a. Business	59	50	69	75	85
b. Data Processing	6	11	7	11	20
c. Engineering Technology	4	9	10	10	15
d. Health Services	110	66	146	136	180
e. Natural Science	0	0	0	0	0
f. Public Service	69	88	67	62	85

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
20 Percent of career program graduates employed full-time in a related field	81%	88%	98%	93%	90%

	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2008
21 Graduate satisfaction with job preparation	94%	90%	98%	91%	92%

	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Employer Survey 2005	Benchmark Survey 2008
22 Employer satisfaction with career program graduates	100%	96%	91%	100%	95%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
23 Licensure/certification exam pass rates					
a. LPN	100%	100%	98%	98%	95%
Number of Candidates	43	47	45	48	55
b. RN	90%	91%	94%	92%	90%
Number of Candidates	41	44	54	53	65
c. Radiologic Technology	100%	100%	100%	100%	95%
Number of Candidates	10	12	8	8	15
d. EMT-Paramedic	NA	47%	67%	NA	80%
Number of Candidates	NA	19	9	0	16

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
24 Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	5,704	5,771	5,904	5,584	6,494
b. Annual course enrollments	8,533	8,518	8,710	8,340	9,581

		FY 2004	FY 2005	FY 2006	Benchmark FY 2010
25 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount		2,508	2,826	2,472	2,820
b. Annual course enrollments		3,782	4,293	3,759	3,969

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
26 Number of business organizations provided training and services under contract	41	35	33	34	46

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
27 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,705	1,611	1,919	1,264	2,000
b. Annual course enrollments	1,791	1,953	2,286	1,535	2,400

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
28 Employer satisfaction with contract training	100%	100%	100%	97%	95%

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Community Outreach and Impact

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
29	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	10	11	8	69	75
	b. Annual course enrollments	12	12	9	122	130

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
30						
	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	315	254	400	381	425
	b. Annual course enrollments	630	660	604	797	700

Effective Use of Public Funding

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
31	Percentage of expenditures on instruction	41%	42%	41%	41%	43%

		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
32	Percentage of expenditures on instruction and selected academic support	44%	44%	43%	43%	45%

* Fewer than 50 students in the cohort for analysis
** Data provided is for graduates employed in Maryland.