



MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2009 Performance Accountability Report Maryland Public Colleges and Universities

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MARYLAND HIGHER EDUCATION COMMISSION

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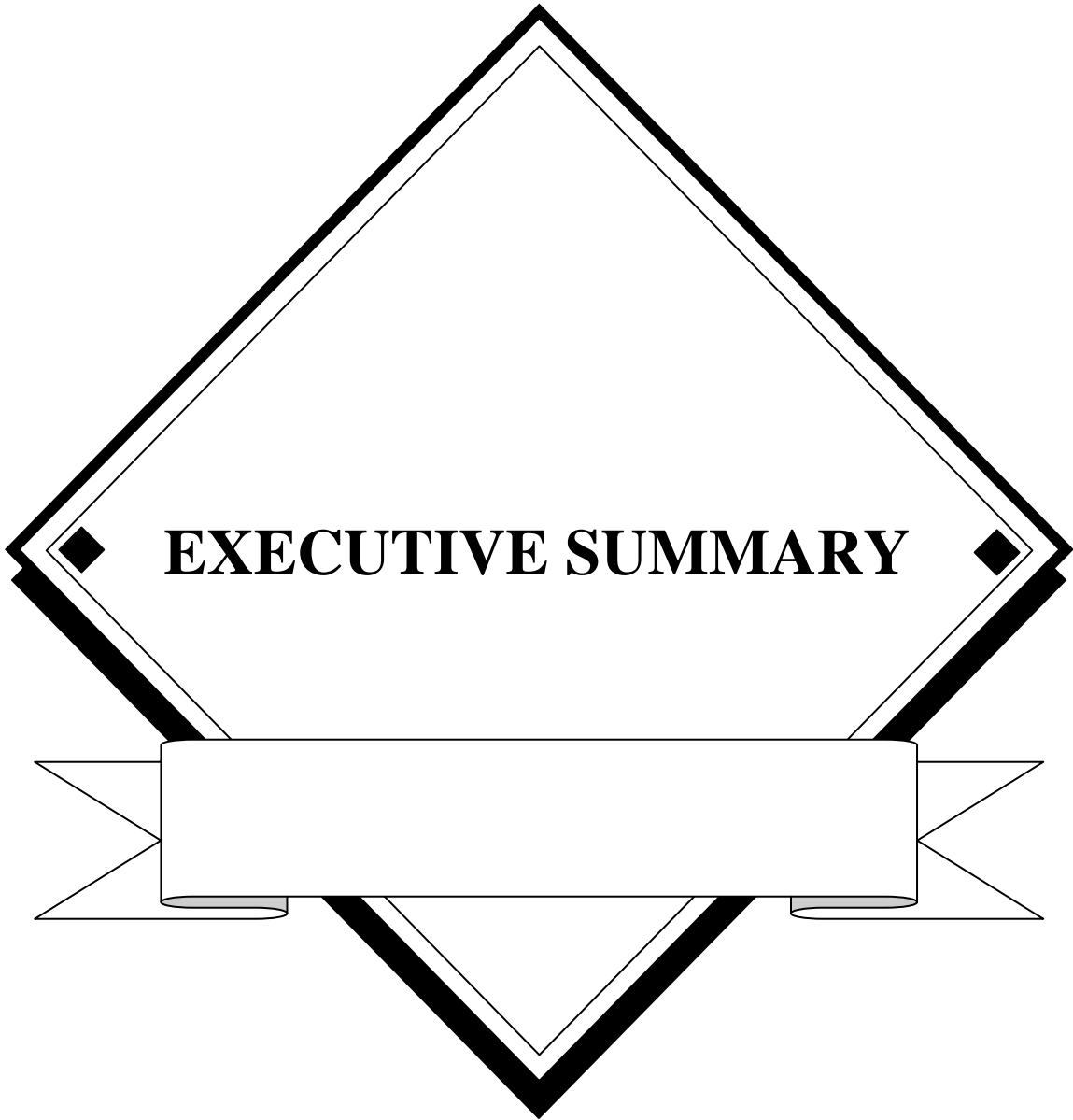
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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. The Commission reviews these reports and presents them, along with its assessment and recommendations, to the Governor and the General Assembly. Maryland's state-aided independent colleges and universities have submitted periodic reports on a voluntary basis, including in each of the past eight years.

As a result of significant changes approved by the Commission in 2000, the reporting requirements for the public two- and four-year campuses are different. However, both postsecondary sectors continue to be responsible for reporting on key indicators and for providing benchmarks to gauge whether they are making progress toward meeting their goals.

The community colleges, which revised their reporting approach in 2006, use 32 standard, "mission/mandate" driven performance measures. These indicators are categorized as follows: student characteristics (descriptive only), accessibility and affordability, quality and effectiveness, diversity, economic growth, vitality and workforce development, community outreach and impact, and effective use of public funding. The model for the public four-year campuses follows the structure of the State's Managing for Results (MFR) reports which are submitted to the Department of Budget and Management and require each institution to develop a set of goals, objectives, and performance measures. This accountability approach was in response to a request from the budget committees of the General Assembly to merge its performance accountability report with the MFR process.

In producing this report, Commission staff reviewed the institutional performance accountability reports that were submitted by each public college and university, and prepared a consolidated report. This document represents the 14th Performance Accountability Report (PAR) presented to the Commission since the introduction of the indicator system. The report consists of two volumes which are outlined below:

Volume 1

- an overview of the history and major features of the accountability process.
- the Commission's assessment of the public colleges' accountability efforts for the 2008-2009 year.
- the responses of the public colleges and universities to questions raised by the Commission staff about their 2008 Performance Accountability Reports, and their progress toward meeting their benchmarks on selected measures and objectives..
- one-page profiles of the public colleges and universities that include a brief overview of each campus, as well as data and benchmarks for key indicators.

Volume 2

- a short institutional assessment prepared by each public institution (in most instances the assessments are published exactly as they were submitted to the Commission, and have not been edited by Commission staff) on its progress toward meeting the benchmarks for the various indicators (community colleges) and objectives (four-year institutions), as well as its progress toward achieving the goals outlined in the *State Plan for Postsecondary Education*. The community college reports also contain sections which describe how the campuses are serving their local jurisdictions. All institutions include a brief report on cost containment initiatives for the year.
- a complete set of trend data and benchmarks for each of the indicators used by the community colleges.
- a complete set of goals, objectives, and performance measures adopted by each public four-year institution along with trend data and benchmarks for these measures.
- a listing of each indicator, along with its source and operational definition. The community colleges use a standard set of measures, while the public four-year colleges and universities have both common and campus-specific measures, and thus separate lists of definitions.
- a list of guidelines that outline how the benchmarks were developed.

Under the accountability process, the institutions' governing boards also have responsibility for monitoring student learning outcomes and minority achievement. Every three years the Commission receives reports from the public campuses regarding their progress in these areas. The most recent *Student Learning Outcomes Assessment Reports* were presented to the Commission in September 2007, and will be submitted again in 2010. The latest *Minority Achievement Report* was submitted to the Commission in September 2008.

The Commission's funding guidelines process for public four-year colleges and universities includes its own accountability component. Minimally, campuses are expected to perform at the level of selected peers on a set of outcomes-oriented performance measures. The University System of Maryland has 15 measures, Morgan State University has 14, and St. Mary's College of Maryland has 30. In each of the past nine years, the Commission presented reports to the General Assembly which examined the comparative performance of the USM campuses and Morgan on the indicators. These reports are provided separately from the Performance Accountability Report by the Office of Finance Policy.

The high-quality of the institutional performance accountability submissions suggest that the public colleges and universities take the accountability process seriously and devote a considerable amount of staff time and attention to completing the reports. Maryland's dire budgetary climate along with calls for postsecondary institutions to demonstrate that the public receives a significant return on its substantial investment in higher education, underscore the importance of having a sound accountability system.

Commission Assessment of the Institutional Performance Accountability Reports

This year's assessment of the institutional reports focuses primarily on the accountability issues that reflect the *State Plan* goals: quality and effectiveness, access and affordability, diversity, a student-centered learning system, and economic growth and vitality. The assessment and recommendations section of the report examines performance measures, objectives and indicators that will advance the implementation of the *State Plan* at each institution. It also describes the actions that campuses have taken or plan to take to meet their goals, or to continue their cycle of improvement. After thoroughly reviewing all of the institutional reports, the Commission staff arrived at the following conclusions:

Community Colleges

Overall, the community colleges' accountability reports were good. The reports submitted by Garrett College and Howard Community College were excellent and, in the future, should serve as models for the other two-year campuses. Some community colleges included too much information in their reports and in doing so compromised the quality of their submissions.

The institutional analyses of the colleges contained all of the required elements including a detailed discussion of how the campuses performed in the various "mission/mandate" driven categories. The community colleges also provided thorough descriptions of the various workforce activities and community partnerships in which they were involved.

Most of the community college indicators are designed to assess institutional effectiveness in areas closely aligned with the goals and action recommendations of the *State Plan*. These areas include expanding access through increased enrollments, enhancing distance education, facilitating the degree progress of students and supporting workforce development.

Headcount enrollments increased at 10 of 16 community colleges, and total credit enrollments increased by 4,725 students, or 2.7 percent. These gains are considerable when compared to last year's enrollments which increased at only seven colleges. Many of the community colleges expect to experience continued enrollment increases as a result of the current economic climate. Two-year institutions have also enlisted a number of strategies designed to increase their enrollment rates, including establishing dual enrollment agreements with neighboring school districts, supporting county-wide scholarships for recent high school graduates, and developing innovative partnerships with four-year institutions, such as the Towson University Transition Program which is a collaborative effort with the Community College of Baltimore County.

Student enrollments in distance education courses at the community colleges also continue to rise. According to the results of MHEC's most recent distance education survey, 46 percent of all credit-bearing courses were offered at the community colleges. In FY 2008 all of the community colleges, except Garrett College, met their benchmarks for enrollments in online credit courses, and half of the community colleges exceeded their benchmark for this indicator.

An essential component of the community college accountability reports is a degree progress analysis which examines students' success rates based upon their levels of preparation for college at entry (i.e., college ready, or required developmental coursework), and measures institutions' "successful persister" rates (includes completions and students still enrolled) and graduation/transfer rates after four years. At 9 of the 16 community colleges, students who were required to take developmental courses and successfully completed that coursework were more likely to have persisted, transferred or graduated than "college ready" students. However, the successful persister rates for developmental completers and college-ready students were very similar (84 percent vs. 82.7 percent), and the comparable rate for students who did not complete all of their developmental courses was much lower (44.8 percent). The successful persister trend data have led many community colleges to develop initiatives focused on improving the completion and success rates of students who are required to take developmental courses. These efforts include summer bridge programs which allow students to complete their developmental course requirements before the start of their first academic semester, test centers which provide students with the opportunity to review their skills before taking the placement exams, and intensive summer classes for students who are required to re-take developmental math classes.

The community colleges' commitment to economic growth and vitality within the State is reflected in the fact that one-third of their benchmarked indicators are related to workforce development issues. In fiscal year 2008, enrollments in noncredit workforce development courses decreased at nearly half (7 of 16) of the community colleges, similar to last year, and more than half of the campuses (9 of 16) reported decreases in the number of businesses served through contract training. These downward trends continue to be attributed to reductions in available training funds and the economic recession, and most community colleges expect to see increases in these indicators once the economy improves.

Public Four-Year Colleges and Universities

The accountability reports submitted by the public four-year colleges and universities were, on average, very good. The reports from Frostburg State University, Salisbury University and the University of Maryland, Baltimore County were exceptionally well-done. The original, unedited versions of the institutional PAR submissions are included in Volume 2.

The public-four year institutions focused on several key issues in their accountability reports including: improving retention and graduation rates; affordability, narrowing the achievement gaps in retention and graduation rates that separate some groups of students from others; expanding distance education and alternative approaches to educational delivery; and, contributing to the economic growth and vitality of the State.

The first goal of the *State Plan* suggests that quality and effectiveness can be demonstrated by a number of different indicators, including retention and graduation rates. Statewide and institutional retention and graduation rates are of particular interest because of the significant personal and public investments that are made to support the State's public higher education institutions. According to MHEC's recent *Retention and Graduation Rate Report*, the six-year

statewide graduation rate was 64.3 percent, and individual institutional graduation rates ranged from 18.3 percent to 84.6 percent. In their reports, the public institutions shared their commitment to increasing their overall retention and graduation rates, and described several of the strategies that they have implemented to address this issue.

Keeping colleges and universities affordable for Maryland families is a top priority which has been evidenced by the Governor's four-year tuition freeze for all public four-year campuses (with the exception of St. Mary's College of Maryland) and by the numerous initiatives that the institutions themselves have employed to ease the burden of paying for college. This year, many of the public-four year institutions highlighted their efforts to expand their outreach activities to students from low-income families, raise money to support scholarships for students experiencing financial hardships, and to develop financial aid packages which include little or no loan obligation for students with the greatest financial need. For example, the University of Maryland, College Park launched the "Keep Me Maryland" campaign to address a 60% increase in student appeals for emergency financial aid. This effort raised \$250,000 in six months.

In addition to calling for institutions to focus on overall quality and effectiveness and to remain affordable for Maryland families, the *State Plan* charges colleges and universities with narrowing the gaps in their retention and graduation rates that separate underrepresented minority students from others. For example, in 2009 there was a 21.3 percentage point difference in the statewide six-year graduation rate for all students (64.3 percent), and the rate for African American students (43 percent). Several of the public four-year campuses outlined their plans to diminish differences in the achievement rates of different groups of students. Some campuses have established plans and set targeted goals for closing their gaps by 2015.

The *State Plan* also encourages institutions to promote accessibility to postsecondary education through distance learning, and by providing other alternatives to traditional classroom and campus settings such as redesigned classes and offering courses at regional higher education centers. While the University of Maryland, University College continues to offer the vast majority of on-line courses provided by the public four-year sector, since 2008, the number of courses offered by other public four-year campuses has increased by 84 percent, and the number of course enrollments has increased by 52 percent. In their accountability reports, the public colleges and universities discussed their plans for expanding their distance education offerings and for providing more opportunities for students to learn outside of traditional classrooms.

Finally, in this accountability cycle, several of the four-year public colleges and universities shared their commitment to promoting economic growth and development throughout the State, and identified how they used innovative partnerships to do so. Several campuses housed business and technology incubator programs, and at the University of Maryland, College Park, for example, 80 incubator companies have graduated from its Technology Advancement Program. Many other strategies for advancing economic vitality throughout the State are included in the institutions' full accountability reports.

Cost Containment – All Public Colleges and Universities

Reporting on cost containment activities was comprehensive and detailed at all of the community colleges and public four-year universities.

Each institution provided a detailed description of their cost containment efforts, which included specific dollar amounts related to how it had reduced waste, improved the overall efficiencies of its operations, avoided costs, and achieved cost savings. A majority of the cost containment initiatives were related to staffing, reductions in overhead, greater reliance on technology and transferring expenses. The Cost Containment sections are included in Volume 2 as a component of the institutional profiles.



**AN OVERVIEW OF THE
ACCOUNTABILITY PROCESS**



INTRODUCTION

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law, §11-304 through §11-308 of the Annotated Code, requires the governing boards of these institutions to submit to the Maryland Higher Education Commission a performance accountability plan and annual reports on the attainment of the goals in this plan. The Commission has responsibility for approving the plans as well as for reviewing the reports and presenting them, with its recommendations, to the Governor and the General Assembly. Maryland's state-supported independent institutions are not covered by the accountability law but have submitted reports to the Commission on a voluntary basis, including in each of the past eight years.

A new performance accountability system for public higher education was adopted by the Commission in 1996, and is based on key benchmarks and indicators. Benchmarks must be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. Although each institution sets its own benchmarks, campuses were encouraged to collaborate with those that had similar missions. In 2000, the Commission approved major revisions in the accountability process for both the public two- and four-year institutions. As a result, the accountability reporting requirements for the community colleges and public four-year institutions are different, although the structure of benchmarked indicators for both segments has been maintained.

Community Colleges

The community college accountability reports contain a short description of the campus mission, an institutional self-assessment, four years of data and a benchmark for each indicator (except student characteristics), a description of cost containment efforts, and a discussion of each college's community outreach activities.

The core of the community college accountability reports is a set of 32 performance measures that the institutions describe as "mission/mandate" driven. These indicators were developed by a community college workgroup and were refined as a result of discussions with staff from the Commission, the Department of Budget and Management (DBM), and the Department of Legislative Services (DLS). These indicators are standard across all campuses. Community colleges may also choose to include additional campus-specific measures. The standard performance indicators are organized on the basis of seven categories which are also aligned with the *State Plan for Postsecondary Education*:

- Student characteristics (descriptive only)
- Accessibility and affordability
- Quality and effectiveness: student satisfaction, progress and achievement
- Diversity
- Economic growth, vitality and workforce development
- Community outreach and impact
- Effective use of public funding

A key feature of the community college accountability process is the “degree progress analysis” measure which examines the four year “successful persister” and graduation/transfer rates of students on the basis of their “college-readiness” levels at time of entry. The successful persister measure, which includes students who have attempted at least 18 credits, are still enrolled, or graduated or transferred, is intended to provide a more comprehensive measure of success by accounting for students who may still be working toward a degree or certificate as well as those whose goals did not include earning a credential or transferring to a four-year institution.

Public Four-Year Colleges and Universities

In the 2000 General Assembly session, the budget committees adopted “narrative” that asked the Commission to create a single document that incorporated the elements of both its performance accountability report and DBM’s Managing for Results program. This task was undertaken in conjunction with DBM, DLS, and representatives from the public four-year institutions and their governing boards.

The model that was agreed to by all parties was designed to streamline the accountability process, reduce duplicative reporting for the campuses, and provide a more efficient means for policymakers to determine how well the public four-year campuses were performing. In the revised accountability process, the Managing for Results framework allows each campus to develop its own goals, objectives and performance measures, which replace the standardized set of indicators that the Commission used in the past. This approach was strongly desired by the institutions. Even though the process provides campuses with a great deal of flexibility, the Commission expects the inclusion of objectives that encompass these general areas of performance accountability: quality, effectiveness, access, diversity and efficiency. In addition, campuses are asked to include specific objectives dealing with graduation and retention, post graduation outcomes, and minority enrollment and achievement. Other requirements may be required by DBM.

The institutional performance accountability reports for the public four-year institutions include a short mission description; a set of institutionally-defined goals, objectives, and performance measures; operational definitions, four years of data and a benchmark for each measure; a campus self-assessment; and, a description of cost containment activities.

The Commission's Consolidated Accountability Report

This document represents the 14th accountability report submitted to the Commission since the adoption of the system using benchmarked indicators and objectives. Volume 1 includes an overview of the accountability process, the Commission's assessment of the institutions' reports, the Commission's observations about institutional performance on selected indicators/objectives, the colleges and universities' responses to the Commission's questions, and one-page profiles containing data and benchmarks on key indicators.

Volume 2 of the report is a series of appendices which include the full, minimally-edited accountability reports for all of the two- and four-year institutions in Maryland. The community college reports contain an update regarding their performance on the indicators in each "mission/mandate" area, their progress toward meeting the goals applicable to the community colleges in the *State Plan*, a discussion of how well the campuses are serving their communities, a complete set of trend data, benchmarks for each indicator, and the colleges' cost containment efforts. The reports for the public four-year institutions include a listing of their goals, an update regarding their progress toward meeting their goals, objectives and performance measures, a complete set of trend data for each measure, the *State Plan* goals applicable to four-year colleges and universities, and the institutions' cost containment activities. Volume 2 also includes all of the operational definitions, sources of performance measures, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports.



ASSESSMENT OF THE MARYLAND HIGHER EDUCATION COMMISSION

This year's Performance Accountability Report uses the same indicator system and benchmark timelines that were employed last year. The community colleges are in their fourth year of reporting on a consistent set of mission/mandate driven measures. The University System of Maryland (USM) is in the final year of its reporting cycle as its benchmarks were set for 2009. USM's current indicators account for changes made to their Managing for Results objectives in order to meet DBM's requirements and to account for goals established as a result of their campuses' strategic planning processes. Morgan State University advances its benchmark year with each report, following the model required of state agencies by DBM. St. Mary's College of Maryland is in its fourth year of a five-year reporting cycle.

The Commission staff continues the practice of assessing individual campuses' performance on measures and objectives. Institutions are also evaluated on whether they have made progress toward meeting their benchmarks, and are asked to address lack of improvement. The questions raised by the Commission and the responses of the colleges and universities are included in Volume I of this report. Campuses' answers consist of an explanation of their performance and/or a description of their improvement plan.

The assessment included in this report continues the approach adopted in 2006 which focuses on the accountability issues and indicators that are closely aligned with the goals in the *Maryland State Plan for Postsecondary Education*. This accountability report highlights the specific *State Plan* measures and indicators that, if achieved, will have moved the institutions toward realizing the objectives outlined in the *Plan*. Steps that campuses have taken to move toward achieving the goals outlined in the *State Plan* are also described. The *State Plan* goals are: quality and effectiveness, access and affordability, diversity, student-centered learning system, and economic growth and vitality.

The high-quality of the institutional performance accountability submissions suggest that the public colleges and universities take the accountability process seriously and devote a considerable amount of staff time and attention to completing the reports. Maryland's dire budgetary climate along with calls for postsecondary institutions to demonstrate that the public receives a significant return on its substantial investment in higher education, underscore the importance of having a sound accountability system.

The major conclusions from this year's accountability process are described in the next sections.

Community Colleges

Overall, the community colleges' accountability reports were good. The reports submitted by Garrett College and Howard Community College were excellent and, in the future, should serve as models for the other two-year campuses. However, some community colleges included too much information in their reports and in doing so compromised the quality of their submissions. Most colleges prepared thorough reports which adhered to the established guidelines.

The institutional assessment section, in which campuses discuss four-year trends for each performance indicator as well as their progress toward meeting their benchmarks and fulfilling the goals outlined in the State Plan, continues to be a key component of the accountability reports. All of the institutions provided extensive analyses of their progress in the "mission/mandate" driven categories, and discussed actions they have taken to improve their performance in these areas. Most colleges included information about academic and financial trends at their institutions, and cited how their campus contributed to the implementation of the *State Plan*. All of the colleges also responded to questions raised by the Commission staff regarding their progress on selected indicators. Finally, the two-year institutions provided detailed explanations of how they support their local workforce, and serve their communities.

The performance of the community colleges on indicators in certain areas is directly related to goals and action recommendations in the *State Plan for Postsecondary Education*. These include facilitating access through increased enrollments, enhancing distance education, promoting student degree progress (especially among students who are under-prepared), and supporting economic and workforce development.

Enrollment Growth

According to MHEC's enrollment projections, community colleges will play a critical role in accommodating the more than 36,000 undergraduates expected to enroll in Maryland's public colleges and universities over the next 10 years. From FY 07 to FY 08, credit enrollments rose at 15 of 16 community colleges, increased by nearly 3 percent. This is a substantial increase over the previous year when credit enrollment gains were less than one percentage point.

The community colleges described a number of actions they have taken to increase attendance rates in an effort to meet their 2010 benchmark of achieving approximately 189,000 enrollments. The Community College of Baltimore County (CCBC), for example, has established an innovative partnership with Towson University, in which a group of students who apply to Towson and are placed on the wait list are given the opportunity to enroll in CCBC courses which are offered on the Towson University campus. Through a new grant project entitled *Jobs on the Horizon*, Howard Community College targets potential students in the southeastern part of the county for enrollment in either credit or noncredit job training courses that lead to immediate employment. Finally, from FY 07 – FY 09, Garrett College experienced record high enrollments as a result of the *Garrett County Scholarship Program* which covers tuition and fees at Garrett College for all students who graduate from Garrett County high schools.

Enhancing Distance Education

In order to make postsecondary education available to a larger segment of Maryland's population, the *State Plan* calls for the expanded use of distance education. In FY 2008, credit enrollments in online courses increased at 15 out of 16 community colleges, with Garrett College being the only exception. According to MHEC's most recent distance education report, from 2006-2008, enrollments in online credit courses at the community colleges increased by nearly one-third, and half of the community colleges exceeded their accountability benchmarks for the number of students enrolled in credit-bearing on-line courses.

Additionally, data from the distance education survey reveal that in 2008 nearly two-thirds of all distance education courses (credit and non-credit) were offered by two-year institutions.

Most of the campuses cited plans to expand their distance education and on-line course offerings. The College of Southern Maryland implemented several recommendations from its Distance Learning Task Force which addressed increasing the selection of courses, sections and programs offered through online delivery. At Cecil College, alternative models of instructional delivery are being expanded to give learners more options for achieving their goals. Flexible learning options and formats such as online and hybrid classes, along with compressed, accelerated and traditional courses are designed to increase student access.

Degree Progress

An innovative and useful component of the community colleges' accountability reports is a "degree progress analysis" which examines the four-year successful persister and graduation/transfer rates for four groups of students: 1) "college ready" (those who did not require any remedial coursework upon entry), 2) "developmental completers" (those who needed remediation in at least one subject and after four years, had completed all of the recommended remedial coursework), 3) "developmental non-completers" (those who needed remediation in at least one subject and after four years had not completed all of the recommended remedial coursework), 4) and all students regardless of college-ready status.

The successful persister category, which includes students who attempted at least 18 credits during their first two years of study, achieved a GPA of at least 2.0, and either graduated and/or transferred, or are still enrolled, captures the extent to which community college students are progressing through their studies. This accountability report includes degree progress measures for all students, and for specific racial and ethnic groups represented by at least 50 individuals at each college.

Persister rate data for community college students were first available for the cohort that entered in 2000. There are now five years of successful persister rates available, and this information makes it possible to assess whether the community colleges have made progress toward increasing student retention and graduation/transfer rates.

According to the most recently available data, the successful persister rate for all students in the 2004 entering cohort was 72.9 percent, up from 71 percent last year. While this year's rate marks steady annual increases since 2001 (65.8 percent), it still has not achieved the level

attained by the 2000 cohort (76.7 percent). The statewide graduation/transfer rate for all students was 50.7 percentage points which both surpassed last year's rate of 47.7 percent, and set a record high for this measure.

Over the last five years, the successful persist rates for college-ready students and developmental completers have been very similar, with developmental completers typically having a slightly higher success rate than college-ready students. That trend continued this year, and students who needed and completed developmental coursework graduated, transferred, or were still enrolled at a rate of 84 percent while the success rate of students who were initially designated as "college-ready" was 82.7 percent. Again, as one might expect, the successful persist rates for college-ready students and developmental completers far exceeded the rate for students who did not complete their developmental course requirements (44.8 percent). These data underscore three important points. First, it is imperative that students who place into developmental courses actually complete these classes. Second, many students who are required to take developmental courses go on to be very successful academically. Finally, the degree progress data suggest that there is much to be learned from the community colleges about how to get underprepared students ready to successfully complete college-level work.

In their reports, the community colleges acknowledged that many of their new students are required to take developmental courses, and that not completing these courses has a detrimental affect on students' progress. To address this issue, many campuses have established policies and initiatives to increase the number of students who complete their developmental requirements. At Wor-Wic Community College, students who need developmental coursework must enroll in at least one class in any semester during which they take more than one course. In addition, Wor-Wic offers fast-track developmental beginning and intermediate algebra courses which allow qualified students to complete their developmental mathematics courses at an accelerated pace so that they can begin college-level math courses during their initial fall semester. To encourage students to complete their developmental courses, in 2005, Baltimore City Community College (BCCC) began issuing certificates of completion for developmental education. Since the program's inception, over 2,500 certificates have been awarded. BCCC has also provided funding for six faculty members to attend the Kellogg Institute where they received certification in developmental education.

Several of the community colleges have also launched innovative partnerships with their local school districts to ensure that students are adequately prepared to complete college-level work before they graduate from high school. For example, the Better Education Together (BET) Initiative is chaired by the president of the College of Southern Maryland, and the school superintendents from the local counties. BET Teams develop detailed plans that identify common goals and objectives for student preparedness and success. Through BET, a pilot of a reading, math and English skills diagnostic testing program was created which assesses all high school juniors to determine their levels of preparation for college. Testing is conducted prior to the development of students' schedules so that during their senior year they can enroll in courses that will redress any academic deficiencies.

Workforce Development

Community colleges play a leading role in promoting economic growth and vitality within the State, and they take their responsibility to do so seriously. Over one-third of the two-year institutions' benchmarked indicators, more than in any other section, are devoted to measuring their progress on workforce and training issues. These indicators measure the number of certificates and degrees awarded in occupational programs (e.g., data processing and health services), licensure and certification rates, and participation in non-credit workforce development and contract training courses.

Each of the community colleges provides comprehensive workforce training programs to employers in their service areas, and they have adopted several measures (including those that follow) to gauge how effectively they are meeting the training needs of their local jurisdictions: enrollment in noncredit workforce development courses, number of business organizations provided contract training and services, and employer satisfaction with contract training. For the fourth consecutive year, a majority of the community colleges reported providing contract training services to fewer businesses than they did the previous year, and enrollments in these courses also declined. On a positive note, however, enrollments in non-credit workforce training courses increased at 9 out of 16 community colleges, and the two-year institutions continue to expect that employer demand for contract and workforce training courses will increase when the economy begins to show signs of recovering.

This year's accountability reports provide numerous examples of innovative programs and partnerships developed by the community colleges to address workforce shortage and training issues. The Refugee Employment Training Program Grant allowed Baltimore City Community College to train 50 refugees as geriatric nursing assistants, and their training included clinical practice, and assistance with their English speaking and listening skills. Similarly, in spring 2007 Frederick Community College received a \$1.9 million grant from the U.S. Department of Labor to design and promote building trades programs. Since the inception of the grant, the College has trained 607 students. Garrett College's Continuing Education and Workforce Development Division is partnering with the Garrett County Economic Development Department to set up and operate the Career Technology and Training Center, a facility primarily designed to offer noncredit training to adults wishing to enter the workforce or upgrade skills, especially for employment in emerging industries such as green technology.

The General Assembly charged each of the two-year colleges with providing a narrative description which outlined how they were serving their communities. All of the colleges described these activities in considerable detail, and demonstrated a deep and meaningful commitment to serving the residents and employers of their respective jurisdictions. The community colleges' outreach efforts can be organized into three categories: economic and workforce development activities, public school partnerships, and community partnerships. Examples of community college activities in each of these areas are included in the next section.

Economic and Workforce Development Activities

- The College of Southern Maryland was awarded a \$1 million grant from the U.S. Department of Labor to support the development of a Center for Energy and Trades Training (CETT) which will provide potential workers with skills-based job training to enter careers in the energy industry.
- Chesapeake College partners with the Upper Shore Department of Social Services (DSS) to provide training and services to DSS clients including life skills classes, occupational skills preparation, and continuing education courses. The college also provides professional development opportunities for DSS staff.
- To meet the demands of a more diverse workplace, the Center for Workforce Solutions at Anne Arundel Community College designed the Command Spanish Program which provides workplace-specific Spanish instruction for employers and service providers so that they can better communicate with their Spanish-speaking employees and clients.
- Frederick Community College received a \$1.9 million grant from the U.S. Department of Labor to design and promote building trade programs as part of the High Growth and community Based Job Training Initiative. The grant resulted in the development of a Construction management and Building Trades Technologies Institute to address the construction workforce needs in Frederick County and the surrounding region.
- The Garrett Information Enterprise Center opened at Garrett College in 2002 as a means of encouraging new information-based businesses to operate in Garrett County. As of September 2008 the Center housed nine tenants and was 100% occupied.

Public School Partnerships

- Howard Community College is working with service area high schools to implement a College Readiness Program by testing 11th grade English students enrolled in all Howard County public high schools. Faculty and staff from Howard County Public Schools and HCC are collaborating to align the high school curriculum with HCC's courses and to provide enrichment courses to enhance students' skills.
- The College Bound Tuition Reduction Program provides high school juniors and seniors in Cecil County with a fifty percent tuition scholarship which they can use to earn college credits at Cecil College.
- In 2006, the Garrett County Board of Commissioners voted to approve the Garrett County Scholarship Program which provides tuition-free education at Garrett College for all students graduating from Garrett County high schools.
- Allegany College of Maryland and Frostburg State University partner with Allegany County Public Schools to offer dual enrollment courses for high school seniors interested in careers in education. The program is designed to target future teachers and to address the potential of a future teacher shortage in the region.
- The Total Teacher Training Project at Anne Arundel Community College uses its infrastructure to provide technology training to Anne Arundel County public school teachers to support the school system's professional development and training requirements and goals.
- In partnership with Montgomery County Public Schools (MCPS), Montgomery College sponsors the Gateway to College Program which serves at-risk youth 16-20 years old who have stopped attending MCPS high schools and for whom high school completion is

at risk. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate.

- The Job Training Student Resources Program at Hagerstown Community College provides case management support, and funding for childcare, transportation and books for low-income students who enroll in short-term training programs in areas with projected job growth.
- The Parallel Enrollment Program (PEP) at the Community College of Baltimore County (CCBC) allows qualified high school students to enroll in CCBC courses while they are completing high school graduation requirements. Over 1,800 students have enrolled during the last two fall terms and 42 percent of PEP students returned to CCBC the fall after graduating from high school.
- Harford Community College's Disability Support Services Office partners with Harford County Public Schools and the Maryland Division of Rehabilitation Services to provide education and employment transition through information workshops for high school juniors and seniors with disabilities and their parents.
- Howard Community College (HCC) continues its outreach efforts to students in teacher academy classes at 11 Howard County high schools, and accepts up to six credits from students who complete the high school teacher academy or early childhood development coursework and then enroll at HCC as a teacher education major.

Community Partnerships

- Prince George's Community College obtained a \$5 million gift from the Peterson Companies Group to help local minority-owned firms build capacity. The College will establish a new center for minority business development that will provide coursework and business consulting services.
- Last year, Hagerstown college added 11 wet labs to its Technical Innovation Center which greatly enhanced Washington County's ability to attract and grow the life sciences industry in Western Maryland.
- Wor-Wic Community College partners with the Lower Workforce Alliance to provide computer skills training for youth in foster care as part of their Fostering Our Children Until Success (FOCUS) Initiative.
- Each year, the Random House Book Fair is held on the campus of Carroll Community College. This event, which is a unique collaboration between one of the county's largest employers and the college, attracted more than 3,000 people last year.
- Baltimore City Community college partners with the Walters Art Museum, the Maryland Institute of Art, and Baltimore City Public Schools to sponsor the Refugee Youth Project, an after-school arts program for newly-arrived refugee youth.
- Prince George's Community College sponsored the Volunteer Income Tax Assistance Program which aided 600 county residents with preparing their federal and state income tax returns.

Public Four-Year Colleges and Universities

Overall, the accountability reports submitted by the public four-year colleges and universities were very good. The reports from Frostburg State University, Salisbury University and the University of Maryland Baltimore County were exceptionally well-done. The original, unedited versions of the institutional PAR submissions are included in Volume 2.

All campus reports included the required components: a mission statement; goals and/or objectives in all of the general accountability areas; an institutional assessment; four years of trend data for each performance measure; and cost containment information. The institutions used the *State Plan* as the framework within which they discussed their progress toward meeting their benchmarks. Finally, all of the campuses responded to questions posed by Commission staff regarding their lack of progress toward meeting their accountability (MFR) objectives.

This year, the public four-year colleges and universities focused on several key issues that are of great importance to students and their families, as well as the Governor, legislators, university leaders, and members of the public at-large. Their reports emphasized the need to improve retention and graduation rates, keep Maryland's colleges and universities affordable, narrow achievement gaps that separate some groups of students from others, expand distance learning and other educational delivery approaches, and contribute to the economic development and prosperity of the State.

In contrast to the community college accountability reports which are based upon standardized accountability indicators, the four-year institutions have a greater degree of flexibility and can set individualized goals, objectives and performance measures that are aligned with their institutional missions. It is therefore more challenging to make generalizations across all of the public four-year institutions. Nonetheless, the assessment sections of their accountability reports touched upon similar themes, many of which were closely aligned with the *State Plan*.

Improving Overall Retention and Graduation Rates

Various stakeholders throughout Maryland are interested in statewide and institutional retention and graduation rates because of the significant personal and public investments that are made to support the State's public higher education institutions. According to MHEC's most recent *Retention and Graduation Rate Report*, the statewide freshman to sophomore retention rate was 81 percent, up from 78.5 percent the previous year. It is important to closely monitor second year retention rates because these figures serve as an early indicator of subsequent graduation rates. The statewide six-year graduation rate for new full-time students reached an all-time high of 64.3 percent, and has increased for each of the past nine years. However, graduation rates vary considerably among institutions and range from 18.3 percent to 84.6 percent.

Each of the public four-year colleges and universities have benchmarked objectives related to improving their retention and graduation rates, and their accountability reports described many of the strategies that they have implemented to address this issue. The University of Maryland,

Baltimore County has launched several new initiatives designed to increase student engagement with an expected positive effect on both retention and graduation. The campus' first-year seminars, which are capped at 20 students and taught by full-time faculty, are designed to create an active learning environment enriched by field work, original research, and group projects and performances. The university has also launched a community for "Exploratory Learners" which is aimed at supporting students who have not decided on an academic program of study – a group that is known to have higher risk for attrition. The University of Maryland Eastern Shore (UMES) requires all divisions to include retention objectives in their strategic plans. Additionally, each academic department at UMES has to implement specific retention strategies for engaging second and third year students in activities such as departmental honor societies, clubs and forums, student research projects, and student presentations at national and local conferences.

Affordability

The *2009-2013 State Plan* defines affordability as the capacity of any Maryland resident to manage the cost of higher education opportunities while maintaining at least a minimally acceptable standard of living. Given this edict, keeping colleges and universities affordable for Maryland families is a top priority which has been evidenced by the Governor's four-year tuition freeze at all public four-year institutions (with the exception of St. Mary's College of Maryland), and by the numerous initiatives that the institutions themselves have employed to ease students' burdens of paying for college. Several of the public four-year colleges and universities have adopted accountability indicators that measure the proportion of their student populations comprised of economically disadvantaged students, and five of the campuses have achieved their benchmarks in this area.

In their reports, many of the public four-year institutions emphasized their commitment to serving students from economically disadvantaged backgrounds. Morgan State University continues to pride itself on providing higher education access to a segment of the population which faces significant financial challenges, and over the last three years 48 percent of its students, on average, received Pell Grants. At Towson University, 41 percent of students are from low-income families, and that number increases to 50 percent for undergraduates attending Frostburg State University. This year, in order to support students and families that were experiencing financial distress, St. Mary's College of Maryland launched a special appeal for emergency funds. Donors responded by raising \$100,000. The University of Maryland, College Park (UMCP) initiated "Keep Me Maryland" to address a 60 percent increase in student appeals for emergency financial aid, and within six months the campaign raised \$250,000. Additionally, UMCP's very successful Pathways Program also awarded \$3.1 million in need-based aid to almost 800 students. Pathways I provides a "zero-debt-at-graduation" guarantee for students from poverty-level circumstances while Pathways II enables students to contribute to their own educational expenses by working. Pathways III is for moderate-income students and caps the amount of debt they amass by graduation to the cost of attending the university for one year.

Closing the Achievement Gap

In addition to calling for institutions to focus on retention and graduation rates, the *State Plan* charges colleges and universities with closing the achievement gaps that separate some groups of students (e.g., first-generation, low-income, underrepresented minority) from others. MHEC data suggest that there are significant and pervasive gaps in the retention and graduation rates of minority and non-minority students. For example, the most recent second-year retention rate for all students was 81 percent while the rate for African American students was 72.8 percent. Differences in retention rates are predictive of future differences in graduation rates, and there was a 21.3 percentage point gap between the overall six-year graduation rate (64.3 percent) and the rate at which African American students earned their baccalaureate degrees (43 percent). Most of the public four-year campuses outlined their plans to diminish differences in the achievement rates of different groups of students.

Some campuses have established plans and set targeted goals for closing their gaps over the next several years. The University System of Maryland, along with each of its campuses, has launched an aggressive *Closing the Achievement Gap* campaign aimed at reducing differences in the success rates of students from different backgrounds. As part of this effort, Bowie State University's goal is to decrease the retention and graduation rate gaps that separate its students from other students in the University System of Maryland by 2 percentage points annually. Frostburg has established the *Closing the Achievement Gap Task Force* to implement strategies to address retention and graduation rates of underrepresented students. These strategies include identifying students most at-risk for academic difficulty, and designing interventions for "gatekeeper courses," majors and periods of students' academic careers that tend to be particularly challenging.

Towson University has successfully eliminated its achievement gap between minority students and the entire student population. In FY 2002, there was 19.4 percentage point difference between the University's overall six-year graduation rate and the graduation rate for African American students. By FY 2009, the graduation rate gap between groups was virtually non-existent, and the overall six-year rate for all students was 70.6 percent while the rate for African Americans was 69.9 percent (a difference of less than 1 percentage point). The second year retention rate for Towson's African American students is slightly higher (85.4 percent) than the rate for all students. Towson University's ability to eradicate its achievement gap should serve as evidence to Maryland's other colleges and universities that this is possible.

Distance Education and Alternative Approaches to the Traditional Classroom Setting

Today, students from increasingly diverse backgrounds and with a wide range of experiences are enrolling in higher education, and many of them desire more options with regard to when and how their classes are offered. To this point, the public four-year institutions provided comprehensive descriptions of their efforts to expand their distance learning programs, and to provide students with more alternatives (many of which extend beyond the traditional classroom setting) for fulfilling their academic requirements. This approach is closely aligned with the

State Plan which notes that alternative means of delivery, such as regional higher education centers and distance learning, should be considered to expand program offerings.

Between 2006 and 2008 the number of distance education courses offered at the public four-year universities, excluding UMUC, increased by 84 percent. When UMUC is included in the calculation, the number of online courses offered at all public four-year institutions increased by 121 percent over the same two-year period. In fiscal year 2009, UMUC's online enrollments approached 200,000 students, more than any other public university in the country. Other Maryland universities are also starting to reach more students through distance education programs. The Department of Nursing at Bowie State University, for example, developed two online courses that are part of the RN to BSN curriculum which provides convenient access for distance learners. The courses were offered for the first time in fall 2008, and are an initial step toward a complete online RN to BSN program.

In addition to enhancing their distance education programs, many of the public four-year institutions have initiated other efforts which provide students with the opportunity to fulfill their academic requirements outside of the traditional classroom. These initiatives include allowing students to earn credit for independent studies or external activities, offering programs at regional higher education centers (RHECs) throughout the State, and redesigning introductory courses. Through partnerships with several RHECs including the Eastern Shore Higher Education Center, the Universities at Shady Grove, and the University System of Maryland at Hagerstown, Salisbury University has been able to offer its classes to many students who might not otherwise be able to take advantage of its academic programs. Additionally, Salisbury's Fulton School of Liberal Arts has adopted another innovative approach to teaching and learning by offering a revised curriculum which uses a 4-credit rather than a 3-credit model. This curricular change allows for increased student engagement in courses through out-of-classroom activities such as service learning and international experiences.

Spurring Economic Growth and Vitality

The public four-year institutions help to ensure the State's economic vitality, in part by advancing technological and research initiatives that will enable Maryland to retain its competitive advantage. In their accountability reports, the colleges and universities discussed the steps they have taken to prepare more students for jobs in critical workforce areas such as nursing, engineering, the science and technology fields, and certain teaching disciplines. Several of the campuses also highlighted innovative partnerships that they have developed with businesses and their surrounding communities in an effort to contribute to the revitalization of the State's economy.

To promote academic achievement and collaboration among students majoring in STEM fields, Frostburg State University dedicated its Sowers Residence Hall exclusively to the housing of STEM majors. This living-learning community provides a unique opportunity for students to develop relationships with peers, mentors and faculty in these disciplines.

In an effort to gauge their progress toward increasing the teaching pool, especially in shortage areas, each of the four-year campuses that offer teacher preparatory programs included accountability objectives which measured their effectiveness in producing new teacher candidates. Some of the key indicators in this area included enrollment figures for teacher education programs, number of certified teachers produced annually, proportion of teacher candidates who passed the PRAXIS II exam, and the number of graduates employed in Maryland. Recently, Towson University received a \$900,000 grant from the National Science Foundation which will allow the university to bolster the number of qualified teachers it prepares in the critical shortage areas of science, technology, engineering and mathematics. Towson's program will focus on awarding scholarships to juniors, seniors and STEM professionals who want to become certified to teach in STEM disciplines. Similarly, the University of Maryland Baltimore County will use a \$5 million gift to launch the Sherman STEM Teacher Training Program which will increase the number of UMBC graduates who move directly into STEM teaching positions in at-risk schools in Baltimore City and throughout other areas in Maryland.

The State Plan suggests that “the advancement of knowledge, the development and implementation of technology, and the expansion of a highly trained workforce are essential to Maryland’s economic vitality.” To this end, several of the public four-year campuses have reached beyond their university walls in an effort to promote technological innovation and growth. As of July 2009, 80 incubator companies had graduated from UMCP’s Technology Advancement Program (TAP), exceeding the initial goal of graduating 65 companies. Additionally, TAP and other related incubator programs at the Maryland Technology Enterprise Institute are currently incubating emerging technology companies in diverse areas such as bioscience, engineering and computer science. Similarly, The University of Maryland, Baltimore County’s Research Park continues to grow and to make significant contributions to the region’s economic stability. Three new buildings, including the U.S. Geological Survey’s Maryland-Delaware-DC Water Science Center have recently been added, and the research park was responsible for creating 1,000 jobs in FY 2009.

Cost Containment – All Public Colleges and Universities

Reporting on cost containment activities was comprehensive and extensive. Campuses were instructed that the cost containment information had to include “detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings.” Dollar amounts had to be attached to each specific effort. Each institution’s cost containment submission can be found in Volume II.



**TARGETED INDICATORS
AND
CAMPUS RESPONSES**

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

Graduation-Transfer Rate after Four Years for Developmental Completers

Commission Assessment: The graduation-transfer rate after four years for developmental completers in the fall 2003 cohort was 36.2%, down from 47.1% for the fall 2002 cohort and from 52.7% for the fall 2000 cohort. As a result, the college remains more than 13 percentage points away from its benchmark of 49.4%.

Campus Response: The Graduation-Transfer rates that are reported for all cohorts of students are calculated using the Transfer Student System provided by MHEC. This is currently the only source of evidence that is used to track student's transfer history. This system tracks those students who attend Maryland institutions but, as stated above, approximately half of ACM's enrollment is not from the local county and transfer and or graduate from out-of-state institutions. However, the reporting of this data element should improve beyond July 2009 when ACM becomes an active partner with the National Student Clearinghouse, which will significantly improve the tracking of students beyond graduation. Additionally, the college has formed the Student Success and Retention Committee that will specifically examine strategies to improve progress among students who take developmental courses.

ANNE ARUNDEL COMMUNITY COLLEGE

Licensure/Certification Exam Pass Rates

Commission Assessment: In the past year, AACC experienced a dramatic decline in the percentage of EMT-Intermediate candidates passing the certification exam – from 63% in FY 2006 to 44% in FY 2007. The benchmark for this indicator is an 85% pass rate by FY 2010, and the college is now more than 40 percentage points away from achieving this benchmark. The number of students seeking certification in this area also decreased substantially, from 56 to 9.

Campus Response: The licensure/certification exam pass rates clearly show that graduates are well prepared to work in their fields of choice and indicate that AACC will likely reach the established benchmarks on these measures (Indicator #23). The most recent pass rate exceeded 90% in four of the six exams that had at least 15 candidates, and 90.2% of all candidates passed their respective exams on the first attempt. The 2007 Performance Accountability Report cited two programs - Medical Assisting (certificate program) and EMT-Paramedic – that had pass rates below the established benchmarks. Both the Medical Assisting and EMT Departments are making concerted efforts to increase the national pass rates.

EMT program faculty and staff have added interactive, scenario-based, college laboratory experiences to provide students the opportunity to apply didactic knowledge to “real life” situations. During these experiences, if deficiencies are identified, remediation occurs to correct them prior to the student going into his/her clinical and/or field rotations. A direct correlation was identified with passing the semester competency and first-time success on the practical examination. As a result, the program now requires students to pass all practical skills in the college laboratory twice on their first attempt in order to demonstrate their competency.

In an effort to improve first-time pass rates on the written portion of the National Registry Exam, the program has increased the students’ exposure to computerized testing. Students now take three computerized exams during their matriculation. Two of these exams are prescriptive, while the third is predictive of first-time success on the National Registry Exam. A number of efforts have been made to ensure that consistency is maintained through the development of standardized evaluation forms and in teaching material. A core group of instructors has been identified as resource faculty, tasked with evaluating the skill competence of all laboratory faculty. The first-time pass rate for the 22 students who took the EMT-Intermediate exam in academic year 2008-09 is 86%. Once they take the EMT-Paramedic National Registry Exam and all results are reported, an analysis will be conducted to determine areas of deficiency and modifications will be made to the didactic and laboratory components of the curriculum.

In 2007, the Medical Assisting Department established goals and implemented strategies to increase the certificate and degree pass rates for the national Certified Medical Assistant (CMA) examination offered by the American Association of Medical Assistants. Strategies, in summary, included: utilizing grant monies to purchase examination review books for students; implementing a Professional Review Course; integrating national competencies in all medical assisting course syllabi; tutoring; and integrating test-taking strategies in courses. Since the 2007 implementation, the pass rate for the certificate and degree Medical Assisting Programs has

ANNE ARUNDEL COMMUNITY COLLEGE (cont.)

increased to 100% for the degree students and 85% for the certificate program, demonstrating positive outcomes for the 2007 goals and objectives. Augmenting the 2007 goals and strategies, the Medical Assisting program, upon recommendation from the Medical Assisting Advisory Board and American Association of Medical Assisting, is making concerted efforts to increase student participation for national testing and CMA credentialing. As a result of a variety of initiatives, student participation and registration for the national examination has increased. Student examinees registered to date for 2009 is 16, which represents a 50% increase from the total number of students for entire 2008 period. And, students are still in the process of registering for the summer practicum and submitting national examination applications. Of note, total examination participation for 2009 will be quantified in December 2009.

Enrollment in Non-Credit Community Service and Lifelong Learning Courses

Commission Assessment: In FY 2007 the unduplicated annual headcount enrollment in noncredit community service and lifelong learning courses reached its lowest point in four years (13,190), and was down considerably from FY 2006 when 15,006 students were enrolled. The college is now well below its 2010 benchmark of enrolling 15,632 students in community service and lifelong learning courses.

Campus Response: In FY 2007 the unduplicated annual headcount enrollment in noncredit community service and lifelong learning courses reached its lowest point in four years (13,190) and was down from FY 2006 when 15,006 students were enrolled. However, unduplicated headcount and course enrollments in this category increased in 2008 (by 6.0% and 2.8%, respectively). The increases were concentrated in two programs. The Family Outreach Network of the Parenting Center launched three community programs in FY2008--two in partnership with the Anne Arundel County Public Schools for parents of elementary and middle school children that examined timely and relevant subjects and the third a course for returning soldiers and their families. The other program area to experience a sizeable increase was in adult basic skills.

BALTIMORE CITY COMMUNITY COLLEGE

Market Share of First-Time, Full-Time Freshman

Commission Assessment: The college's market share of first-time, full-time freshmen was 19.2% in fall 2007, its lowest point in four years and down from 22.4% in fall 2006.

Campus Response: BCCC's market share of first-time, full-time freshmen increased in fall 2008 to 24 percent. BCCC's marketing initiatives will be building and communicating messages that we have the capacity to meet the changing needs of our diverse population of students, prospective students and key stakeholders. Our Workforce Pipeline Solutions message speaks to multiple audience groups: to prospective students this message says BCCC is where you go to prepare, through either transferring to a four-year institution or going directly into the workplace, for a high-growth, high demand career/job field; to the business community it says BCCC is where to go when you need highly skilled competent staff or customized, workplace-based training programs; and to state of Maryland and city of Baltimore officials it says BCCC is a partner in addressing the region's critical workforce shortage areas

Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology

Commission Assessment: The number of awards earned in Engineering Technology decreased from 20 in FY 2006 to 11 in FY 2007. The college is now only a third of the way toward meeting its benchmark of awarding 32 degrees and/or certificates in this area by FY 2010.

Campus Response: In FY 2008, the number of degrees and certificates earned in Engineering Technology rose from 11 in FY 2007 to 17. This increase was primarily due to awards in various options of CADD, which rose from eight in FY 2007 to 15.

In order to raise the number of awards in Engineering Technology altogether, BCCC must also increase the number of degrees and certificates awarded in Electronics Technology/ Telecommunication, where awards fell from six in FY 2005 to two in FY 2008, and in Construction Supervision, where awards fell from five in FY 2005 to none in FY 2008. These declines have been attributed to past funding problems limiting equipment, software, and program marketing.

One faculty member has accepted responsibility for coordinating both programs and is taking several steps to re-invigorate these programs. BCCC's establishment of the Maryland Center for Construction Technologies will provide for a facility with equipment and laboratories that will enable students to receive a wide range of training for jobs in the construction industry. The new center will support increases in the number of awards in Engineering Technology by increasing enrollment in courses related to the construction industry. This program will be marketed as part of the College's Workforce Pipeline Solutions campaign, which will include extensive media advertising. Workforce Investment scholarships will enhance enrollment within the next few semesters. The Coordinator has been promoting the program and incorporating green

BALTIMORE CITY COMMUNITY COLLEGE (cont.)

construction principles. Grants, such as the MHEC-BRAC Grant, will continue to support enrollment, and two short-term certificates are being developed for submission to MHEC for approval in order to meet the needs of a larger audience. Enrollment in both Electronics Technology/Telecommunication and in Construction Supervision increased in fall 2008 and is expected to continue to rise as the various initiatives are implemented. These initiatives will result in increases in the numbers of degrees and certificates in Engineering Technologies.

CARROLL COMMUNITY COLLEGE

Minority Student Enrollment Compared to Service Area Population

Commission Assessment: In Fall 2007, the percentage of non-white students enrolled at the college declined to 6.3% from 6.7% in fall 2006 and from 7.9% in 2005. The College's benchmark is 10% non-white student enrollment by fall 2010.

Campus Response: Carroll Community College serves a predominantly white service area. Carroll County population estimates from the Maryland Department of Planning for July 2008, the most recent available (published May 15, 2009), identified 168,786 residents in the County of whom 157,652 were white—93.4 percent. Thus the nonwhite population accounted for 6.6 percent of the County's population. Non-Hispanic whites totaled 154,802 or 91.7 percent. Thus the minority population was estimated to account for 8.3 percent. In fall 2008, minority students accounted for 5.9 percent of Carroll's credit enrollment. In FY2008, minority students accounted for 10.6 percent of the college's noncredit enrollment in Continuing Education and Training courses. Thus the share of noncredit students from minority racial-ethnic groups exceeded the share in the general population, while the share of credit students from these groups remained below the County proportion. Since 2005, the trend in percent minority students among credit students has been steadily downward: 7.3—6.7—6.3—5.9.

Since inception, Carroll Community College has endeavored to maintain practices designed to foster awareness and increase competence related to issues of equity, diversity and multicultural/global awareness for students and staff. While past activities have been effective in raising awareness and competence, in 2008 the college recognized the need to create a more comprehensive plan to develop, assess and improve upon our desired goals. A Diversity Committee was charged to (1) define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life; (2) assist in developing learning and staff development activities aimed at promoting diversity and global awareness, values and competencies; and (3) develop, maintain, and assess a Diversity and Global View Action Plan. The plan will be the guide for carrying out college-wide diversity activities in learning, classroom practice and student competencies, and employee development and competencies. The goal is to assure that the college's student body and staffing represent the racial and cultural diversity of the community in which we live, and that students are equipped to work and succeed in an increasingly global economy.

The new Action Plan will expand upon efforts to boost minority enrollment already in place. College recruiters visit each high school in the County multiple times each year. The college hosts three Open Houses each year, with invitations direct-mailed to county households. Marketing materials such as Career Focus magazine feature minorities on the cover and in inside features and ads. To assist those for whom cost might be a barrier, the college hosts two Financial Aid Workshops each year. To aid those for whom transportation might be a barrier to attendance, the college worked with the Carroll Area Transit System (CATS) to incorporate the campus as a routine stop on several routes.

CARROLL COMMUNITY COLLEGE (cont.)

Co-curricular and student life events feature diversity in programming. Human Resources has implemented a number of strategies to increase minority employment applications with the goal of expanding the number of minority employees on campus.

Enrollment in Noncredit Basic Skills and Literacy Courses

Commission Assessment: In FY 2007 the unduplicated annual headcount enrollment in basic skills and literacy courses was 231, down from 324 in FY 2006 and 325 in FY 2005. The college's benchmark is 400.

Campus Response: The College assumed administrative oversight of the Adult Education Program in Carroll County in FY 2008, and the College received this Consolidated Adult Education and Literacy Services Grant from the Maryland State Department of Education again for FY2009. The grant allows the College to provide educational services to adults who want to increase their basic skills, obtain a high school diploma, improve their English language skills, or engage in family literacy activities. Carroll County provides matching funds to support this program. With this grant-funded program in place, the college anticipates meeting the benchmarks for Indicator 30 for the foreseeable future.

CECIL COLLEGE

Enrollment in Online Courses

Commission Assessment: From FY 2006 to FY 2007 enrollment in non-credit online courses declined considerably from 265 to 137. The college's benchmark for this indicator is 350.

Campus Response: The College has experienced significant growth in the number of credit online courses. Over the past four years, the number of online credit courses has grown from 76 in FY'06 to 171 courses in FY'09, an increase of 125%. Student enrollment in online credit classes has increased from 474 in FY'06 to 1,812 in FY'09, an increase of 282 percent. Enrollment in noncredit online courses (indicator #5b) continues to be significantly lower than in FY2005; however, it did not experience a significant decline in FY 2008. In the 2008 accountability report, a commitment to explore alternatives during FY 2008 was met, and a provider to allow us to market online courses to businesses became available in FY 2009.

Enrollment in Continuing Professional Education Leading to Government or Industry Required Certification or Licensure

Commission Assessment: In FY 2006, the unduplicated annual headcount for these courses was 2,061, but by FY 2007 enrollments had fallen to 1,430, the lowest point in the past four years.

Campus Response: Annual headcount and course enrollments in continuing professional education leading to government or industry-required certification or licensure (indicator #25) remained flat from FY 2007 to FY 2008. An impact to this indicator was felt when the non-credit courses in Refrigeration and Air Conditioning were not offered in FY 2008. However, reductions in enrollment in Commercial Driver License preparation accounts for the more significant factor.

CHESAPEAKE COLLEGE

Enrollment in Online Courses

Commission Assessment: From FY 2006 to FY 2007 enrollment in non-credit online courses decreased considerably from 369 to 212, the lowest point in the last four years. The college is now less than half way toward meeting its benchmark of having 500 students enrolled in these courses by 2010.

Campus Response: The most recent enrollment numbers now indicate a positive trend. In FY2008, non-credit enrollment in online courses increased by 23% from the previous year to 261 registrations and in FY2009, increased by 31% from the previous year to 341 registrations. The college was one of the first community colleges in Maryland to initiate a partnership with ED2Go, Gatlin and JER and at the time the benchmark was established competition had not increased and the economic and industry climate was fairly stable to anticipate growth and expansion in non-credit online learning. With increasing competition, enrollment for non-credit online courses is now projected to grow at a slower rate and while a decrease is noted, performance still remains competitive to performance of peer community colleges. To improve enrollment, the Continuing Education and Workforce Training division is partnering with other colleges to share best practices.

Graduation-Transfer Rates after Four Years

Commission Assessment: The four-year graduation and transfer rate for African American students in the fall 2003 cohort reached its lowest point in three years, 23%. This is down from 26% for the fall 2002 cohort, and from 34% for the fall 2001 cohort. The college's benchmark for this indicator is 40%.

Campus Response: In the fall 2003 cohort, a higher number of students, compared to previous years, were still persisting rather than graduating or transferring. Indicator performance improved with the 2004 cohort, with 60 students in the cohort for analysis. The number of African American students who graduated or transferred increased 10 percentage points from the previous year to 33%, moving closer to the 2006 cohort benchmark of 40%. Over the past four years, the relatively small cohort size for analysis has varied from 40 students in 2000 cohort to 79 students in the 2003 cohort, which can lead to seemingly large fluctuations in the percentages. Despite cohort size, it is a college priority for all students to succeed regardless of ethnicity. To further this priority, the college created a new position, Director of First-Year Programs, to specifically work with all at-risk students, with one of the target populations being first-generation African American students. This position is designed to increase and enhance student contact, oversee support programs and ensure early interventions are utilized to improve retention and student success. Recent data from spring 2009 demonstrates the minority retention rate fall-to-spring rose nine percentage points from the previous spring to 75%.

CHESAPEAKE COLLEGE (cont.)

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission Assessment: The number of awards earned in data processing decreased from 17 in FY 2006 to 10 in FY 2007. This marks the lowest number of degrees and/or certificates in this area in the last four years, and is considerably lower than the college's benchmark of 30 awards.

Campus Response: Data Processing at Chesapeake College addresses career degrees and certificates in Graphics/Multimedia (AAS), Network Management (AAS), Office Administration (AAS), Office Administration – Medical (AAS), Computer Information Systems (CT), Office Administration (CT), Applications (AAS), PC Systems Specialist (AAS), Programming (AAS), Computer Forensics (AAS), Interactive Media/Web Development (CT - Advance and Basic), Computer Information Security (AAS), Microsoft Application Specialist (CT - Advance and Basic) and PC Systems Specialist (CT – Advance) . In FY2008, the number of occupational program associate degrees decreased to only two degrees awarded and enrollment in programs dropped from 81 students in FY2007 to 78 students in FY2008. In 2006, the college started a new program for Technical Professional Studies offering an associate's degree. The start of this program correlates with the start of the negative trend for degree completion in Data Processing. While a shift is occurring, the college is taking initiatives to promote enrollment and completion in Data Processing degree and certificate programs. Increased monitoring was initiated to increase student contact and new pathways offering students seamless transition to the certification level or degree completion have been designed to start in fiscal year 2010. Much work has been done in fiscal year 2009 in the area of student assessment at the course and program level to ensure curricula quality. Marketing efforts have been increased to encourage enrollment and the college is working on increasing articulation agreements in this area to promote seamless transition from high school to higher education in these fields. Future improvement is anticipated.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Graduation-Transfer Rate after Four Years

Commission Assessment: The four-year graduation and transfer rate for Hispanic students dropped considerably over the last year. The rate for students in the fall 2002 cohort was 57.7 percent, while the rate for those in the fall 2003 cohort was 37.1 percent.

Campus Response: The graduation/transfer rate for students in the fall 2003 cohort was considerably lower than the fall 2002 cohort; 37% compared to 57%. The number of Hispanic students in these cohorts has been small and this accounts for some of the volatility in this metric. This is also a group whose educational experience before entering the cohort has changed resulting in more students needing developmental education courses before proceeding into courses that count toward graduation and transfer. CCBC has recently joined the Achieving the Dream Initiative and will continue to closely examine and strengthen the pathways to success for this and other minority groups.

Licensure/Certification Exam Pass Rate

Commission Assessment: In FY 2007, 31% of radiation therapy technicians passed their certification exams. The college's benchmark is based upon 90% of students passing the exam.

Campus Response: CCBC identified a number of issues that were related to licensing pass rates for graduates of this program during this FY2007 period. The reduction of these issues is reflected in an increase to a 47% pass rate for FY2008 and a pass rate of 80% for the FY2009 graduates. The FY2010 target of 90% is within reach.

FREDERICK COMMUNITY COLLEGE

Annual Unduplicated Headcount

Commission Assessment: From fall 2006 to fall 2007 the number of unduplicated non-credit students decreased considerably from 12,296 to 10,837. The college's fall 2010 benchmark for this indicator is 16,500.

Campus Response: The College has increased its unduplicated credit enrollment in FY 2008 by 9% (7,650 students) compared to FY 2007 and surpassed its 2010 benchmark of 7,400. However, the enrollment in non-credit courses increased by about 1% from 10,837 to 10,905 for the same period and it is not close to 2010 benchmark of 16,500. The decline of non-credit continuing education enrollment has been profoundly impacted by the national and regional economic crisis.

Occupational Program Associate Degrees and Credit Certificates Awarded – Natural Science

Commission Assessment: In FY 2006, seven awards were granted in the natural sciences, but by FY 2007 only one award was granted. This is considerably below the college's benchmark of 10 awards in this area.

Campus Response: Frederick Community College is experiencing growth in the number of graduates. In FY 2008-2009, ten students received Culinary and Hospitality degrees. A gap in the coverage for Program Manager resulted in a decline in graduation and enrollment and consequently a new program manager was hired in 2007. Due to the continued increase in enrollment and graduation, FCC is building a new instructional culinary facility with the expectation for operation in fall 2010.

Enrollment in Noncredit Workforce Development Courses

Commission Assessment: In FY 2007 the unduplicated annual headcount enrollment in noncredit workforce development courses reached its lowest point in four years (8,132), and was down considerably from FY 2006 when 9,327 students were enrolled. The college is now well below its 2010 benchmark of enrolling 11,920 students.

Campus Response: Non-credit courses are divided into five areas: Workforce Development, Professional Education Leading to Certification or Licensure, Contract Training, Community Service and Lifelong Learning, and Basic Skills/Literacy. Enrollment in Workforce courses has increased by only 1% (8,195 vs. 8,132) compared to last year. This is due in part to the fact that these courses transferred significant enrollment (50 FTE) to the College's newly-established credit bearing building trades programs. In response, the College will be expanding its Workforce Program into new areas of Green Certification and Weatherization.

GARRETT COLLEGE

No Explanations Required

HAGERSTOWN COMMUNITY COLLEGE

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission Assessment: In FY 2006, 49 data processing awards were granted, but by FY 2007 only 36 were earned. This is well below the college's benchmark of 50 awards in this area by FY 2010.

Campus Response: In FY 08 the number of degrees and certificates in information system technology (data processing) increased by 13 to 49, an increase of 36%.

As an institutional priority for FY 10, the College will study low enrollment programs that have high marketplace demand, but few students. The goal is to increase enrollments in under-subscribed programs. This initiative will develop an action plan to create a more effective integration of enrollment management and academic advising to better match students to programs that more closely correspond to their interests and academic capabilities.

Enrollment in Non-Credit Basic Skills and Literacy Courses

Commission Assessment: In FY 2007 the unduplicated annual headcount enrollment in basic skills and literacy courses was 769, down from 852 in FY 2006. The college's benchmark is 1,000.

Campus Response: An important component of the College's mission is to provide adult learners with basic skills including reading, writing and mathematics to increase their literacy rates and/or to prepare them further educational/vocational training (State Plan: Goals 1 and 5). Though this number decreased to 737 in FY 08, the number of annual course enrollments increased by 9% over FY 08, indicating that enrollees are taking more courses, with significant gains in this area. The College will continue to study reasons for the decline in unduplicated headcount and take actions accordingly. In FY 10, the College will begin to shape and expand its programs that integrate literacy education with job training to serve a large and growing segment of the local population who cannot succeed without HCC's assistance.

HARFORD COMMUNITY COLLEGE

Graduation-Transfer Rate after Four Years

Commission Assessment: The graduation-transfer rate after four years for developmental non-completers in the fall 2003 cohort was 30.9%, down from 44.7% for the fall 2002 cohort and from 54.2% for the fall 2001 cohort. This marks the lowest graduation-transfer rate for developmental non-completers in the last four years. The college's benchmark for this indicator is 40%.

Campus Response: Since these students do not complete the basic remedial building blocks for success, it is predictable that they would not persist, graduate, and transfer as readily as the other cohorts of students. Further, this year it came to our attention that it is specified in the *Guidelines for the 2009 Performance Accountability Report*, that "benchmarks are not needed for 'developmental non-completers' in Indicators 10 and 11 nor for Indicator 14b." Therefore, Harford has removed these benchmarks.

Successful Persister Rate after Four Years

Commission Assessment: The four-year successful persister rate for African Americans dropped from 64.7% for students in the fall 2002 cohort to 56.3% for those in the fall 2003 cohort. This puts the college considerably below its 75% benchmark for the fall 2006 cohort.

Campus Response: The four-year successful persister rate for African American students has fluctuated over the past four years, from 60.5% to 64.7% to 56.3% to 55.1%. The number of students in the analysis cohort is relatively small, at 89 students. The 55.1% success and persistence rate represents 49 of the 89 students. The population in this cohort over the past 4 years has been relatively small each year, which, in part, can contribute to the fluctuation in success rates from 55.1% to 64.7%

Harford maintains a benchmark of 75%, sustaining the philosophy of the goal to improve the success and persistence rates of African American students up to a level achieved by all students in the cohort – thereby closing the nationally recognized "Achievement Gap." Harford continues to strive to fulfill this goal and the issues associated with achieving this goal are top priorities at the College.

Harford Community College's Values, as well as the Strategic Plan, are the College's foundational documents and they provide direct guidance to "ensure a learning-centered culture that fosters student success" and "provide comprehensive support to advance student success," as well as to "promote and sustain a welcoming environment that embraces diversity." To achieve these goals, Harford continues to strengthen the Rites of Passage and Mentoring programs, as well as offer linked classes of learning communities that infuse college success strategies and cultural exploration into developmental-level math courses. Preliminary data show higher retention and success rates for the students who participate in these special learning community course sections. For 2009-2010, a work group of faculty and staff have been convened to develop a more extensive program to support the success of our African American students to be implemented in fall 2010.

HOWARD COMMUNITY COLLEGE

Graduation-Transfer Rates after Four Years for Developmental Completers

Commission Assessment: The graduation-transfer rate after four years for developmental completers in the fall 2003 cohort was 58.8%, down considerably from 66.9% for the fall 2002 cohort. This marks the lowest graduation-transfer rate for developmental completers in the last four years. The college's benchmark for this indicator is 70%.

Campus Response: The graduation-transfer rate for developmental completers improved dramatically for the fall 2004 cohort, up from 58.8 percent for the previous cohort to 66.1 percent. The college's benchmark for this indicator is 70 percent. The college has a series of initiatives focused on improving the rate, which is now one of its strategic objectives. The college has expanded both placement testing in the high schools and the coaching program, Step UP, and intensified efforts to extend the First Year Experience initiative to all entry-level courses. However, the fact that each cohort of students is different must also be considered.

Graduation-transfer Rate after Four Years for Students in the Fall 2003 Cohort

Commission Assessment: The graduation-transfer rate after four years for all students in the fall 2003 cohort was 51.9%, down from 56.6% for the fall 2002 cohort. This is the lowest graduation-transfer rate for all students in a cohort in the last four years. The college's benchmark for this indicator is 60%.

Campus Response: The graduation-transfer rate of all students has also become one of the College's strategic objectives. The graduation-transfer rate for all students is up from 51.9 percent for the 2003 cohort to 57.1 percent for the 2004 cohort. The College's benchmark for this indicator is 60 percent. Step UP and the First Year Experience initiative have been in place for several years and impact the success of all students. In addition, it is evident that the expansion of the honors programs, including the addition of the Schoenbrodt Honors Program and the Alpha Beta Gamma International Business Honor Society, positively impacts the retention and success of students. In FY09, the college instituted a STEM learning community with plans to develop a STEM honor society

HOWARD COMMUNITY COLLEGE (cont.)

Graduation-Transfer Rate after Four Years for African American Students in the Fall 2003 Cohort

Commission Assessment: The four-year graduation and transfer rate for African American students in the fall 2003 cohort reached its lowest point in four years, 34.9%. This is down from 39.1% for the fall 2002 cohort, and from 44.9% for the fall 2001 cohort. The college is now well below its benchmark of 50% for the fall 2006 cohort.

Campus Response: The College is especially pleased with the dramatic improvement in the graduation and transfer rate of the 2004 cohort of African American students - up from 34.9 percent for the 2003 cohort to 47.3 percent, the highest point ever. The College's benchmark for this indicator is 50 percent. The College's Silas Craft Collegians Program is especially designed to impact the success of students whose past academic performance doesn't reflect their true potential. The Step UP coaching program and the First Year Experience initiative also positively impact the success rates of African American students.

MONTGOMERY COLLEGE

Graduation-Transfer Rate after Four Years

Commission Assessment: The graduation-transfer rate after four years for developmental non-completers in the fall 2003 cohort was 25%, down from 29% for the fall 2002 cohort. This marks the lowest graduation-transfer rate for developmental non-completers in the last four years. The college's benchmark for this indicator is 38%.

Campus Response: Montgomery College makes every effort to raise the academic skill levels of students who enter the College with academic deficiencies. A wide range of courses and academic support services are offered to address developmental needs of students. But it is difficult or impossible to effect change on the graduation-transfer rates of students who have already gone through the academic pipeline. For those students who do not complete the coursework, it is quite plausible that many non-cognitive factors (i.e., embarrassment, motivation, frustration, finances) -- factors outside the College's control, might very well impede their success. Degree progress data has shown clearly that students who complete developmental course work have a very good chance at being successful. Though the benchmark for this indicator is ambitious, the trend data suggests that the College must address this issue on two fronts: (1) by working more closely with the Montgomery County Public School system to assure that students are exposed to the academic rigors that will prepare them for college level coursework, and (2) by identifying additional strategies to motivate and encourage students in a way that help them understand the benefits of completing the sequence of developmental coursework. It should be noted that the success of the most recent cohort group shows a higher level of success compared to the previous group. Hopefully, additional strategies to help developmental students will effect change in future cohort groups.

Enrollment in Non-Credit Workforce Development Courses

Commission Assessment: In FY 2007 the unduplicated annual headcount enrollment in noncredit workforce development courses was 9,476, and was down for the third consecutive year. The college is now well below its benchmark of enrolling 12,000 students in these courses by FY 2010.

Campus Response:

Enrollment in noncredit workforce development courses reflects open enrollment, contract training, and licensure and certification courses. During this FY2008 period overall service levels remained high with 14,706 enrollments compared to 14,641 during FY2007. However, unduplicated student headcounts declined by another thirty-two percent (from 9,476 to 6,449) over the same time period. Fewer individual students were involved with contract training and a wide range of open enrollment courses that serve the workforce development course intent. Declines in unduplicated student headcounts were noted in healthcare, information technology, election judge training, health and human service occupations, and several small business areas. Rationale for fewer students participating in these typically self-pay courses include a general tightening of the economy, less discretionary spending, fewer employment opportunities, and a lack of financial aid for noncredit students.

PRINCE GEORGE'S COMMUNITY COLLEGE

Annual Unduplicated Headcount

Commission Assessment: The number of unduplicated credit students enrolled has decreased for four consecutive years, from 19,077 in FY 2004 to 17,693 in FY 2007. The college's FY 2010 benchmark for this indicator is 25,000.

Campus Response: In 2008, the college's unduplicated fiscal year credit enrollment slide ended with an increase of 147 from 17,693 in 2007 to 17,840 in 2008 (PAR Indicator 1 in the Data Report). Future reports will document that this improving trend is genuine. For example, the 2009 fiscal year unduplicated credit student headcount was 17,993, up .9% from FY 2008, and the FY 2010 should be even better given that fall 2009 credit headcount jumped 13% compared with the fall 2008 headcount. The improving enrollment picture is partly a result of the college's new, state-of-art Web-based admission and registration capability. Also, it is now clear that the 25,000 student 2010 enrollment benchmark was unrealistic. It should have been set to about 20,000.

Successful Persister Rate after Four Years

Commission Assessment: The four-year successful persister rate for developmental completers in the fall 2003 cohort dropped markedly to 66.3% from 83.9% for the fall 2002 cohort. This puts the college considerably below its benchmark of 85% for the fall 2006 cohort.

Campus Response: This observation and the next three below are based on revised data. OPIR response is based on a new analysis as reported in the 2009 Accountability Report. The new successful-persister results for Cohort 2004 developmental completers in the fall of 2008 show a rate of 87%, two points above the 2006 benchmark of 85%.

Graduation-Transfer Rate after Four Years for Developmental Completers

Commission Assessment: The graduation-transfer rate after four years for developmental completers in the fall 2003 cohort was 37.3%, down from 41.9% for the fall 2002 cohort. The college's benchmark for this indicator is 60%.

Campus Response:

The new graduation-transfer results for the developmental completers of Cohorts 2001-2004 show a four-year outcome ranging between 40% and 46%, with no evident trend. The four-year graduation-transfer rate for the most recent cohort (2004) was 44%. This should be compared with the 57% rate for Cohort 2004 non-developmental students (only 3 percent below the benchmark). The Office of Planning and Institutional Research has no ready explanation for the gap, but will research it this year. On the other hand, all other 2004 sub-cohorts performed near or above benchmark standards, and the overall cohort rate (47%) is about the same as the average for all Maryland community colleges.

PRINCE GEORGE'S COMMUNITY COLLEGE (cont.)

Graduation-Transfer Rate after Four Years for African Americans

Commission Assessment: The four-year graduation-transfer rate for African Americans dropped from 32.1% for students in the fall 2002 cohort to 27.6% for those in the fall 2003 cohort. This puts the college well below its benchmark of 45%.

Campus Response: According to the revised Degree Progress cohort data the four-year graduation-transfer rate for African Americans has shown steady, gradual improve over the last four cohorts — from 36.1% in 2001 to 42.5% in 2004, heading toward the Cohort 2006 benchmark of 2006.

Graduation-Transfer Rate after Four Years for Hispanics

Commission Assessment: The graduation-transfer rate after four years for Hispanic students decreased from 47.5% for the fall 2002 cohort to 30.1% for the fall 2003 cohort, and reached its lowest point in four years. This puts the college at a considerable distance from its benchmark of 45%.

Campus Response: According to the revised Degree Progress cohort data the four-year graduation-transfer rate for Hispanic sub-cohorts shows no trend between 2001 and 2004 but fluctuated between 47.6% and 38.1%. For the 2004 sub-cohort it was 41.9%, up 3.8% from the sub-cohort 2003 rate and about 3% below the Cohort 2006 benchmark of 45%.

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission Assessment: The number of awards earned in Data Processing decreased from 88 in FY 2006 to 49 in FY 2007, and reached its lowest point in four years. The benchmark for this indicator is 81 degrees and/or certificates awarded in this area by FY 2010.

Campus Response: Enrollment in information technologies degree programs have been in decline at PGCC and many other community colleges for some time now. For example, 1,598 students in fall 2001 were information systems (data processing) majors, but this number more than halved by fall 2005 (761) and continued a slower decline into the fall of 2009 (633). Doubtless job market forces are in operation here (the collapse of the hi-tech start-up bubble, etc.). This decline would naturally be reflected in fewer and fewer graduates in this career area over time. The drop was precipitous from fiscal year 2006 (88 graduates) to 2007 (47) and subsequently has leveled off: in 2008 it rebounded somewhat to 57, and then dropped again in 2009 to 46.

PRINCE GEORGE'S COMMUNITY COLLEGE (cont.)

Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology

Commission Assessment: The number of awards earned in Engineering Technology decreased from 12 in FY 2006 to 9 in FY 2007. The college is now less than halfway toward meeting its benchmark of awarding 19 degrees and/or certificates in this area by FY 2010.

Campus Response: The engineering technologies major at PGCC has always been a relatively small degree program category which has been in slow decline during the first half of this decade but recently has shown signs of stabilizing (192 majors in fall 2001, 153 in 2005 and now 186 in 2009). This is paralleled by the fiscal year graduation data. In FY 2005 there were 16 engineering technologies graduates, dropping to a low of 9 in 2007, and rising somewhat to 15 in 2008 and 19 in 2009.

Licensure/Certification Exam Pass Rate

Commission Assessment: In FY 2007, 29% of health information technology candidates passed their certification exams. The college's benchmark is based upon 90% of students passing the exam.

Campus Response: Fluctuations in the Health Information Management initial licensure test pass rate are probably mostly a matter of the tiny base number of students taking the test (never higher than 7 in the years 2005-2008). With such a small sample size, the random idiosyncrasies and level of preparedness of a few individual students can have oversized impacts on percentages. Admittedly, the four year rate was only 65% (n=20), much lower than the 90% benchmark, but if the FY 2007 result of 29% is taken to be an anomaly, the remaining data points average a more respectable 84% (n=13).

COLLEGE OF SOUTHERN MARYLAND

Successful Persister Rate after Four Years

Commission Assessment: The four-year successful persister rate for African Americans dropped from 70.7% for students in the fall 2002 cohort to 67% for those in the fall 2003 cohort. This puts the college considerably below its benchmark of 81.3% for the fall 2006 cohort.

Campus Response: The college has established a four-year successful persister rate benchmark for African American students that is identical to our benchmark for “all students.” This benchmark is significantly higher than past performance levels. It is the college’s belief however, that we should have the same expectation for the success of our African American students as we have for all students regardless of race or ethnicity. While the college is disappointed that the percentage of African American students successfully persisting fell from 70.7% for the fall 2002 cohort to 67.0% for the fall 2003 cohort, we do believe we have activities, interventions, and programs in place that will positively affect this rate in the future. The Strategic Enrollment Management Council (SEMC), the Retention Committee, the President’s Council on Diversity and Inclusion, and the Diversity Office have all developed objectives and initiatives that should result in improvement in this rate. In fact, the data indicate that the fall 2004 cohort’s successful persister rate for African American students is 78.7% - a ten percent jump over the fall 2003 cohort and the highest percentage on record for this student segment. The college is taking further steps to address this student success issue in our new 2010-2013 Institutional Strategic Plan (ISP). The ISP, which is currently being drafted, will contain a number of new objectives and action plans that build on the college’s efforts to help African American students not only persist, but graduate and transfer successfully. By continuing to focus on these efforts the college believes it will be able to reach our stretch benchmark in this area.

Occupational Program Associate Degrees and Certificates Awarded – Engineering Technology

Commission Assessment: The number of awards earned in Engineering Technology decreased from 17 in FY 2006 to 10 in FY 2007. The college is now less than halfway toward meeting its benchmark of awarding 23 degrees and/or certificates in this area by FY 2010.

Campus Response: The decline in degrees and certificates awarded in Engineering Technology in FY 2007 represents a one-year anomaly. During the following year, 2008, degrees and certificates awarded in this area rebounded to that of the FY 2006 level. The decline was present more in certificates awarded than in degrees awarded during a time when enrollment for both years remained relatively constant, suggesting that students chose to complete the associate degree without applying to be recognized for certificate accomplishment in the interim. The college will make a more concerted effort to encourage degree-seeking students to acquire the certificate as well in the process of degree completion. More significantly, when the decline is viewed in light of the enrollment trends between 2006 and 2009, the Engineering Technology enrollments grew by 45%. The college is confident that the addition of an associate of science degree in Construction Management in FY 2008, combined with the increasing number of

COLLEGE OF SOUTHERN MARYLAND (cont.)

partnerships with engineering employers in the community, will enable CSM to reach its benchmark of 23 graduates in Engineering Technology in FY 2010.

Number of Business Organizations Provided Training Services Under Contract

Commission Assessment: From FY 2006 to FY 2007 the number of businesses that received training from the college declined from 84 to 69. The benchmark for this indicator is 98.

Campus Response: While the number of business organizations with whom we provided training services declined from FY 2006 to FY2007, the revenue for training services from business organizations rose by 32% over the same period. The level of sophistication of the training courses as well as the development time to provide the services required the college to spend more time with each organization. The result is that we provided more comprehensive service to fewer organizations.

WOR-WIC COMMUNITY COLLEGE

Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology

Commission Assessment: The number of awards earned in Engineering Technology decreased by half from 10 in FY 2006 to 5 in FY 2007. The college is now only a third of the way toward meeting its benchmark of awarding 15 degrees and/or certificates in this area by FY 2010.

Campus Response: The number of awards decreased from 10 in FY 2005 and FY 2006 to 5 in FY 2007. However, 11 awards were conferred in FY 2008, bringing the college closer to its benchmark of 15. A computer engineering technology option, designed to prepare students for various electronic, industrial and maintenance positions in high-tech industries, has been implemented to target the local job market and attract students to the electronics program.

Occupational Program Associate Degrees and Credit Certificates Awarded – Health Services

Commission Assessment: In FY 2006, 136 certificates and/or degrees were awarded in health services, but in FY 2007 only 112 were granted in this field. This marks the third consecutive year of such declines, and places the college considerably below its benchmark of 180 awards in this area.

Campus Response: Awards in the health services area declined over three years from 146 in FY 2005 to 112 in FY 2007, moving the college away from its benchmark of 180. An increase to 129 occurred in FY 2008 and measures to increase retention in the radiologic technology and nursing programs have been implemented.

The capacity of the radiologic technology program was expanded from 20 to 24 first-year students in the summer of 2008. Tutoring for courses in the program was offered in the fall of 2008 and continued in the spring of 2009. In addition, a part-time clinical instructor position was added at the college's largest clinical site, lowering the instructor-student ratio for first-year students.

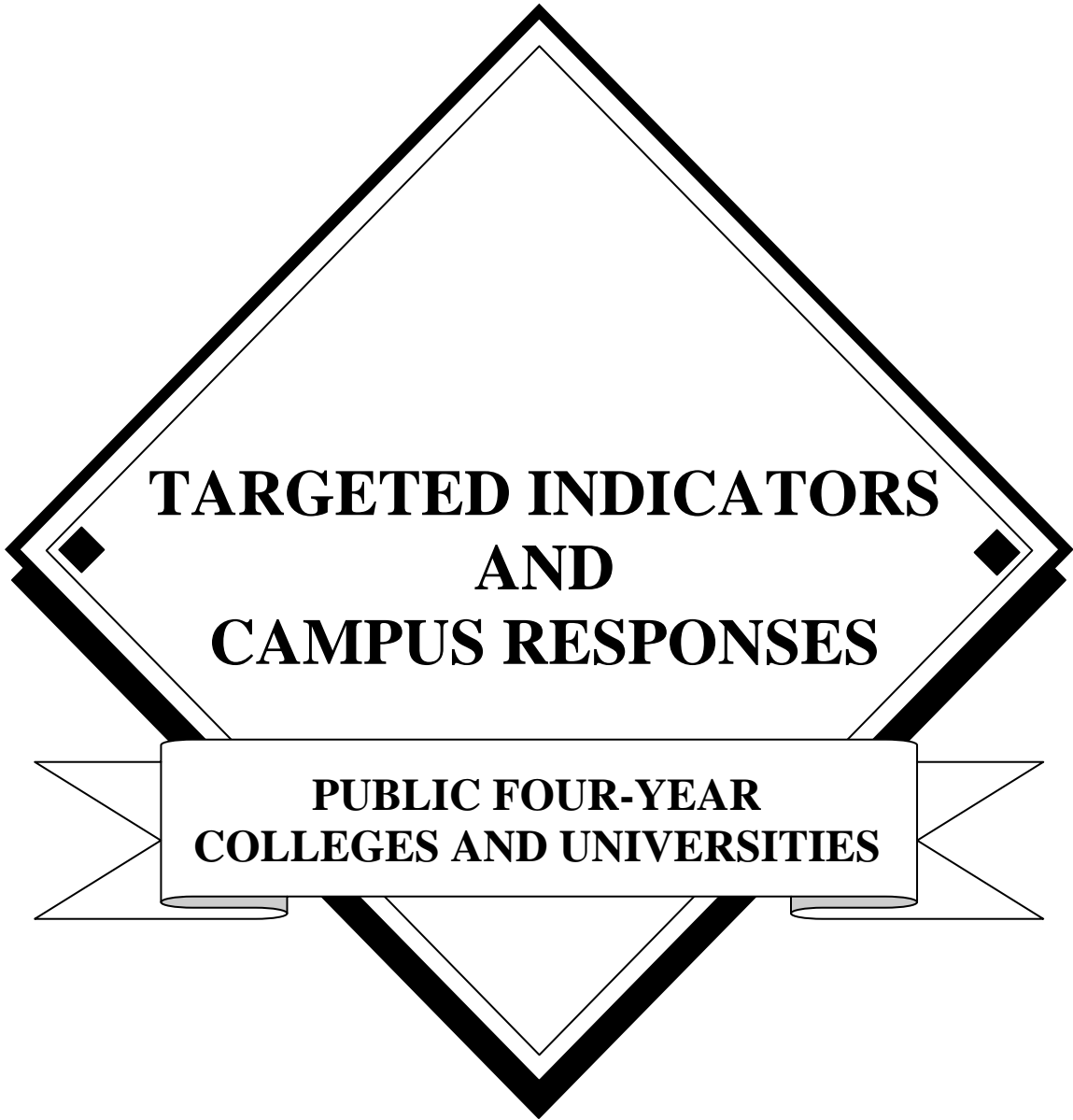
To promote student retention, the nursing program has focused on enhancing support services for nursing students. Each faculty member provides two hours of assistance to students in the lab per week. In the fall of 2009, the program plans to hire a full-time skills lab coordinator as well as a student tutor, both funded by grant money. In addition, the program plans to purchase new simulation equipment for the fall of 2009 with funding from another grant.

WOR-WIC COMMUNITY COLLEGE (cont.)

Enrollment in Contract Training Courses

Commission Assessment: In FY 2007 the unduplicated annual headcount enrollment in contract training courses reached its lowest point in four years (1,075). The college is now well below its benchmark of enrolling 2,000 students in these courses in 2010.

Campus Response: The enrollment of students attending contract training courses reached its lowest point in four years in FY 2007 with 1,075 unduplicated students and 1,262 course enrollments. The decrease is most likely due to many local businesses closing, downsizing or budgeting less for training due to economic conditions. New cooperative projects and training resulted in an increased unduplicated headcount of 1,629 and course enrollments of 2,018 in FY 2008. Manufacturing and computer training were offered in cooperation with the Department of Business and Economic Development and expanded courses for non-profits were offered in cooperation with the Community Foundation of the Eastern Shore. In addition, expansion of training at senior centers and the local correctional facility was provided in FY 2008, as well as professional development for businesses with large numbers of employees. A mass mailing of a new workforce training brochure was sent to area businesses in the fall of 2008. The FY 2010 benchmarks are 2,000 unduplicated students and 2,400 course enrollments.



BOWIE STATE UNIVERSITY

Objective 1.3 – Increasing from 70% in FY 2004, the second-year retention rate will have reached or exceeded 80% by FY 2009

Commission Assessment: The second year retention rate at Bowie has fluctuated, and decreased from 77% for the FY 2004 cohort to 70% for the FY 2008 cohort. It is currently at its lowest point in the last four fiscal years.

Campus Response: The University is addressing the second year retention rate through a number of initiatives that have been outlined in the *Closing the Achievement Gap* plan. These include the full staffing of the University Advisement Center to facilitate the academic advisement of a large number of freshmen and sophomores, the purchase and installation of new computers for the labs in the academic buildings, the completion of the hiring of Deans for each one of the University Colleges to strengthen existing academic support services and the development of new programs to enhance student retention with a focus on English and Math. The University has also purchased and is implementing the Education Dynamic software for undergraduate retention.

In addition, the University has continued to utilize institutional grant funds to enhance access for continuing students through tuition and fee assistance. Two hundred thousand dollars in new funds from the Central Intercollegiate Athletic Association (CIAA) was also designated for this purpose during the 2008-2009 academic year.

Finally, a significant policy change was recently approved that will positively affect retention of financial aid recipients. The Satisfactory Academic Progress Policy for financial aid recipients has been revised (and is now consistent with other USM schools) to increase the number of continuing students who will maintain their financial aid eligibility

Objective 2.1 – By FY 2009, increase the number of undergraduate teacher education, nursing and information technology graduates by 25 percent over the number of graduates in FY 2004.

Commission Assessment: The number of Bowie graduates employed as new hires in Maryland public schools was 24 in the most recent year compared to 45 in FY 2007. This represents a 47% decline.

Campus Response: . The September 2009 data from MSDE is 34. It should be noted that according to MSDE, this information is underreported since many systems do not have accurate counts on where teachers were prepared. Bowie's teacher education program has a 98% Praxis II pass rate (Objective 2.2).

BOWIE STATE UNIVERSITY (cont.)

Objective 3.1 – Increase the yield rate of applicants who enroll from 43% in 2004 to 50% in FY 2009.

Commission Assessment: The university's yield rate in FY 2008 was 43%, down from 49% the previous year and at its lowest point in the last four years.

Campus Response: The University has implemented a number of initiatives to enhance the institutional yield rate in the future (Objective 3.1). The most significant was the hiring of a Director of Admissions in March 2009. For the past 4 years, the duties of the Director of Admissions were handled by the Assistant Vice President for Enrollment Management. The new director, who brings over ten years of managerial experience to the office, will be able to devote 100% of his attention to managing the day-to-day operation of the admission office.

In addition, BSU is increasing and enhancing its utilization of technology to address the University yield rate. This includes the full implementation of our automated application that loads into PeopleSoft thereby increasing our communication with prospective students and applicants and expediting our admissions decisions and the enhancement and expanded marketing of our software modules with Education Dynamics to increase our student engagement rate to applicants and admitted students.

A number of programmatic changes have occurred as well. The University has expanded the Summer Bridge Program for summer 2009, with over 150 students enrolled as compared to 50 for the summer 2008. The yield rate from this program has averaged over 80% and will have a positive impact on our overall yield. However, continuing budget cuts may force elimination of this program. In addition, the placement testing, orientation and registration programs for the summer have collaborated and coordinated their effort resulting in a more efficient and effective process for enrollment of new students, while Residence Life has initiated a new lottery system which will increase availability of on-campus housing for new students.

COPPIN STATE UNIVERSITY

Objective 2.1 – Produce 25 or more teacher education graduates for employment in Maryland each fiscal year from FY 2005 through FY 2009.

Commission Assessment: The number of teacher education graduates from Coppin who were employed in Maryland decreased from 21 in FY 2007 to 9 in FY 2008, a 57% decline.

Campus Response: The goal to produce 25 or more teacher education graduates for employment in Maryland was met in 2006, but since then, the number had dropped to 9 in 2008. While CSU does not have control over its graduates being employed in Maryland, we feel that the decline may be due partly to the economic recession and partly due to our teacher graduates looking for work in neighboring states with competitive salaries and benefits. Results of the graduate follow-up survey show that a high percentage of education graduates indicated they were satisfied with CSU preparation for employment

Objective 2.4 – Maintain or increase the ratio of median graduates' salary to median annual salary of the civilian workforce with a bachelor's degree.

Commission Assessment: According to results from the 2008 survey, the ratio of the median salary of CSU graduates to the civilian workforce with a bachelor's degree was 0.76, down from 0.84 in 2005. The current salary ratio is also the lowest of the last four survey cycles.

Campus Response: While this ratio is lower than the previous years, CSU does not have control of CSU graduates' earnings. However, we feel the bad economy may be forcing some graduates to take lower salary paying jobs. Given the low number of students reporting their salary in the graduate follow-up survey, this data source may not be an accurate reflector of the true salary of CSU graduates.

Objective 3.1 – Increase the six-year graduation rate for all students from 23.5% in FY 2004 to 30% in FY 2009.

Commission Assessment: The university's six-year graduation rate has fluctuated between 26.5% in FY 2005 to 22% in FY 2008.

Campus Response: The fluctuation of the University's second-year retention and six-year graduation rates between FY 2005 to FY 2008 can be attributed, in part, to the University's past emphasis on excellence in program development and a lesser emphasis on excellence in *programs, systems, and processes*. In late summer 2008, the University joined *Foundations of Excellence* (FoE), a nationally vetted institutional improvement system that guides universities through a structured, self-assessment process engaging the total campus in studying all aspects of the first year of college. A major outcome of the effort will be a plan for institutional improvement leading to higher levels of student learning *and* persistence in college. More than 120 institutions nationally have joined FoE, including USM institution, Salisbury University.

COPPIN STATE UNIVERSITY (cont.)

FoE focuses on the first college year, since, according to Dr. John N. Gardner, Executive Director of The Policy Center on the First Year of College, students decide within six weeks of experiencing a campus whether they will remain at that institution. The FoE system for institutional improvement employs two campus-wide surveys, which focus on nine aspirational dimensions documenting the extent to which Coppin's first-year experience is crafted with a sense of educational purpose; the extent to which Coppin's administrative structures are adequate and sufficiently thought-out to support first-year students' needs; the extent to which Coppin emphasizes and operationalizes the notion that student learning is the primary reason that students attend college; the extent to which Coppin has widely communicated to its constituencies that a student's initial transition to the University predicts future success; the extent to which the roles played by faculty and staff in first-year student success are valued and communicated; the extent to which campus practices reflect a university-wide awareness that all new students have developmental needs to be addressed; the extent to which all first-year students at Coppin are exposed to human difference, from diverse ideas to diversity among people; the extent to which first-year students are required to explore their motivation for being at Coppin or for being in higher education for that matter; and the extent to which all University initiatives are subjected to rigorous assessment. Coppin is among fewer than 120 institutions to have been selected to participate in this program. Coppin faculty and staff were able to review FoE committee work throughout summer 2009 by way of FoETech, an online platform. A review of the initial draft of the committee reports by the entire campus community is to follow.

Objective 3.3 – Maintain or increase a second-year retention rate of 70% for all undergraduate students each fiscal year, from FY 2005 through FY 2009.

Commission Assessment: In FY 2008, Coppin's second-year retention rate for all students reached a four-year low of 62.1%.

Campus Response: See above response.

Objective 4.2 – Increase the percentage of full-time faculty with terminal degrees from 58% in FY 2004 to 60% in FY 2009.

Commission Assessment: In FY 2008, 53% of Coppin's full-time faculty members had terminal degrees, down from 55% the previous year. The FY 2008 figure also represents a four-year low.

Campus Response: This trend was reversed in FY 2009, when the percent of full-time faculty members with degrees was 59%, up from 53% the previous year. In FY 2009, 90% of newly hired FT faculty (excluding Nursing faculty) have terminal degrees.

FROSTBURG STATE UNIVERSITY

Objective 2.2 – Increase the number of teacher education graduates employed in Maryland public schools from 68 in 2004 to 120 in 2009.

Commission Assessment: The number of Frostburg’s teacher education graduates who were teaching in Maryland schools decreased by 23% over the last fiscal year, from 114 to 88.

Campus Response: Maryland State Department of Education data on the number of teacher education graduates employed in Maryland is an approximation and likely underreports the number of FSU graduates employed in the state. Frostburg is situated in a tri-state region; many of the University’s students live in Pennsylvania and West Virginia. However, FSU’s programs are all aligned to the Maryland Redesign for Teacher Education standards, and it requires all candidates to be fully prepared in Maryland’s PreK-12 Voluntary State Curriculum. As a result, candidates are best prepared to teach in Maryland schools, and the University prefers to have them remain in the state.

Approximately 70% of FSU’s teacher education candidates come from east of Allegany county, and this group tends to gain employment in state schools toward the east. Unfortunately, given the economic downturn coupled with the declining growth of population in the western counties, there has not been much teacher turnover in the west. Candidates from this area who wish to teach closer to home must wait until someone retires, which is not happening very often in the current fiscal climate, or teach in a neighboring state.

In an effort to increase both education program enrollments and the number of graduates teaching in the state, the College of Education has strengthened its recruitment efforts in the Baltimore/Washington metropolitan area and established a Rural to Urban Professional Development School (PDS) that focuses on encouraging FSU students to become Maryland teachers subsequent to graduation. In addition, the College plans to solidify verbal agreements with Maryland community colleges where FSU student interns will be supervised and provided with experiences and opportunities that establish strong ties with the state.

Objective 3.3 – Increase the second-year retention rate of FSU undergraduates from 75.5% in 2004 to 80% in 2009.

Commission Assessment: Over the last four years the second-year retention rate for all students has dropped from 79.3% to 72.4%.

Campus Response: The slight decrease in the second-year retention rate for all FSU undergraduates from 75.5% in 2007 to 72.4% in 2008 is partly attributed to an increase in voluntary withdrawals and appears, for the most part, to be anomalous. As for the current reporting period, Frostburg State University has made significant progress toward obtaining its established MFR goal of achieving an 80.0% retention rate for its undergraduate students. While this measure hit a four-year low of 72.4% in 2008, it has since experienced a significant increase to 78.0% in 2009.

FROSTBURG STATE UNIVERSITY (cont.)

The University recognizes that further improvements to its student persistence efforts are required. Frostburg anticipates that new initiatives and a continued emphasis on current strategies as described under Goal 3 will result in the enhancement of the retention rate of all its undergraduate students.

Objective 4.5 – Increase the second-year retention rate of minority students from 72.9% in 2004 to 83% in 2009.

Commission Assessment: From 2005 to 2008 Frostburg's second-year retention rate for minority students has steadily declined from 80.5% to 75%.

Campus Response: While the second-year retention rate for minority students has remained uneven throughout the five-year accountability cycle, the decrease in 2008 to 75.0% from 78.1% in 2007 is not outside of normal variances as evidenced in the quoted data (FY 2004: 72.9%, FY 2005: 80.5%, FY 2006: 76.8%, FY 2007: 78.1%, FY 2008: 75.0%, and FY 2009: 79.0%). First-time full-time minority second-year retention rates are sensitive to large percentage swings because of the small size of the entering cohorts. In 2007, 52 minority students did not return for a second year (186 of 238 first-time, full-time minority students in fall 2006) compared to 67 (201 of 268 first-time, full-time minority students in fall 2007) in 2008.

Minority achievement continues to be an area of emphasis for the University. As discussed under Goal 4 above, the FSU *Closing the Achievement Gap* Task Force has been established to identify strategies and the Cultural Diversity Program incorporates strategies to increase the persistence and graduation rates of minority students by creating a campus environment that values cultural diversity. These combined efforts have helped the University to increase the current second-year retention rate for minority students by 4% over the reporting period (from 75% in 2008 to 79% in 2009).

SALISBURY UNIVERSITY

Objective 2.2 – The estimated number of graduates employed in IT-related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

Commission Assessment: The estimated number of Salisbury graduates employed in an IT field in Maryland decreased considerably, from 54 in 2007 to 17 in 2008. This also marks the lowest number of Salisbury IT graduates employed in Maryland in the last four years.

Campus Response: Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. The estimated number of graduates employed in the IT field in Maryland (Objective 2.2) can be largely a function of the market. In the previous years, the number of graduates employed in the IT field in Maryland has climbed, increasing 74% from 2005 to 2007. Unfortunately, there was a dramatic drop in this number for the 2008 reporting year. This may be due to the 44% decline in computer science degrees awarded during the 2006-07 academic year, representing the graduates surveyed to provide the 2008 MFR data. Additionally, there was a 25% decline in IT employees responding to the alumni survey last year, raising questions about the validity and reliability of this data. For the 2009 reporting cycle, SU's estimated number of graduates employed in IT fields in Maryland, 80, has surpassed the original goal of 70. Again, the volatility of today's economy can dramatically impact performance on this objective leading to unpredictable highs and lows.

Objective 4.5 – The six-year graduation rate of SU first-time, full-time African-American freshmen will increase from 53.3% in 2004 to 63% in 2009.

Commission Assessment: Salisbury's six-year graduation rate for African Americans decreased from 65.7% to 62.5% from 2006 to 2007, and then dropped to 58.1% in 2008. The current rate is at its lowest point in four years.

Campus Response: Progress towards our graduation goals for African American (Objective 4.5) students has stalled in recent years. Compared to 2007 rates, the University experienced a decline in six-year graduation rates for African American students, 58% compared to 63% in the previous reporting cycle. It should be noted that SU's population of African American students increased by more than 160%, or 54 students, from the cohorts used to calculate the 2007 to 2008 rates. The University was cautious regarding its 2006 achievement since the initial size of the African-American and minority cohorts has been relatively small, making it challenging to obtain stability and predictability in these rates. However, with the current reporting cycle, SU has been able to increase its six-year graduation rate from 58% to 64%.

Additionally, the decline in the six-year graduation rate for African American students could be largely attributable to the dramatic decrease in the percentage of students from that subgroup that transferred and graduated from another Maryland public institution in 2008. Specifically, for the 2007 rate, 9% of African American students that graduated within six years actually started at SU but then transferred and graduated from another Maryland institution. For the 2008 rate, the comparable rate was only 2%. As such, SU actually graduated a larger percentage of African American students from its own campus for the 2008 cohort, 56%, when compared to the 2007 cohort, 53%.

TOWSON UNIVERSITY

Objective 1.3 – Increase the number of TU graduates of IT programs employed in Maryland from 82 in Survey Year 2002 to 100 in Survey Year 2008.

Commission Assessment: In Survey Year 2008, 38 Towson IT graduates were employed in Maryland, down considerably from 96 (60%) in Survey Year 2005.

Campus Response: “Information Technology,” as operationally defined for Towson in the MFR process, is no longer a critical workforce shortage area in Maryland. In 1998, the Maryland Applied Information Technology Initiative (MAITI) designated a number of information technology fields as critical workforce shortage areas in the state. Some of the areas of preparation listed in MAITI, such as Computer Engineering, Software Engineering, Systems Engineering, Decision and Information Technology, and Nursing Informatics are in short supply and high demand in the state. However, job opportunities in others, such as Computer Science and Computer Information Systems - the only two offered by Towson - have diminished in the last decade. As a result, enrollment in those programs, after peaking in fall 2002, declined each year until showing increases in fall 2007 and fall 2008.

Although the enrollment in the TU IT programs has increased, the estimated number of IT graduates employed in Maryland dropped to 38 as of the 2008 survey. This estimate is inconsistent with trends as the number increased in each of the four previous surveys, from 30 in 1998 to 96 in 2005. Because the number of Towson IT graduates is no longer declining and because enrollments in our IT programs have increased in the last two years, we believe that the 2008 estimate is an anomaly, possibly reflecting the deteriorating economy in Maryland or problems with small sample size.

Objective 1.4 – Increase the estimated number of TU graduates of nursing programs employed in Maryland from 51 in Survey year 2002 to 100 in Survey Year 2008.

Commission Assessment: In Survey Year 2008, 71 graduates of Towson’s nursing program were employed in Maryland, far short of the institution’s goal of employing 100 nursing graduates.

Campus Response: MFR estimates of the number of graduates employed in Maryland are calculated by applying the percentage of survey respondents who indicate employment in Maryland to the total number of graduates. The alumni survey data show fluctuating numbers of respondents reporting employment as nurses in other states. For instance, in the graduating class of 2004, twenty-five Nursing graduates responded to the alumni survey; twenty-three indicated that they were employed in Maryland and two were employed in other states. Of twenty-eight Nursing graduates who responded to the survey of the class of 2007, 18 were employed in Maryland and 10 were employed in other states. This fluctuation is inconsistent with the percentage of Towson Nursing students who are Maryland Residents (89% to 90%) and with the percentage of Towson graduates taking the NCLEX exam in Maryland (90% to 95%), both of which have remained constant for the last several years. We believe that the relatively small numbers of nursing graduates who respond to the alumni survey render that survey data less

TOWSON UNIVERSITY (cont.)

reliable. In the future, the university will conduct telephone surveys to verify the employment estimates for nursing graduates.

It should also be noted that the *number* of Towson University Nursing students, rather than the percentage, who graduated and passed the licensing examination in the State of Maryland has increased in each of the last seven years, from 62, in 2001 to 99, in 2008. We are confident that these increases are reflected in Maryland nursing employment.

UNIVERSITY OF BALTIMORE

Objective 4.2 – Increase UB’s entrepreneurial revenues by 5 percent per year through FY 2008 (from \$363,094 in 2004)

Commission Assessment: The University of Baltimore’s entrepreneurial revenues decreased considerably from \$403,334 in FY 2007 to \$312,484 in FY 2008. This marks the university’s lowest amount of entrepreneurial revenues in the last four years.

Campus Response: Entrepreneurial revenues at the University of Baltimore are generated by the university’s Office of Auxiliary Enterprises. The two major sources of these revenues are conferences services and leased parking, parking spaces rented to those outside the university community. Revenues in FY 2009 from conferences services declined due to the slowdown in the state and national economy. Leased parking rentals declined because with rapid enrollment growth- over 17% in two years-all available parking spaces are being used by UB students. It is estimated that revenue from conference services will go-up with improvement in the economy but it is unlikely the revenues from leased parking will return to their former levels.

UNIVERSITY OF MARYLAND, BALTIMORE

Objective 5.1 – By fiscal year 2010 increase the number of days faculty spend in public service with Maryland’s governments, businesses, schools and communities by 25% compared to 2005.

Commission Assessment: In 2008, full-time faculty members spent an average of 10.8 days engaged in full-time public service, down from 11.5 in 2007, 11.3 in 2006 and 15 in 2005.

Campus Response: The decline in the number of days in public service per full-time faculty member beginning in fiscal year 2006 coincided with the precipitous drop in contract and grant revenues also experienced in that year, resulting in part from flat or declining National Institutes of Health funding and other constraints on the federal budget. Although the number of full-time faculty has not increased since that time, the number of grant applications submitted by them has increased 26% over the period. A closer look at the public service activities of the UMB faculty reveals that although days with government agencies has declined, involvement with schools, non-profit organizations and businesses continues at historical levels. Finally, analysis of final, FY 2009 data indicate that the number of days full time faculty members at UMB spent in public service did in fact increase over FY 08 levels (11.2 in FY 09 versus 10.8 in FY 08), a trend that is projected to continue in FY 11.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Objective 2.1 – Increase the percentage of undergraduate students who participate in enrichment programs before graduation from 80% in 2004 to 90% by 2009.

Commission Assessment: In 2008, 76% of UM degree recipients had participated in an enrichment program, this represented the lowest participation rate in the last four years and was down from 78% in 2007, 82% in 2006 and 80% in 2005.

Campus Response: As of 2008, 76% of the graduating class had taken advantage of opportunities to include a unique and special experience in their undergraduate education. One difficulty the University has faced is the ability to track participation in the enormous variety of enrichment activities. For example, responsibility for service learning is now decentralized throughout the colleges and has become more difficult to track. We are developing better ways to track and report both credit-bearing and non-credit enrichment programs. Building on existing activities, the Strategic Plan calls for the University to enhance and expand experiences outside the classroom such as research projects, service learning, on- and off-campus internships, and special opportunities inherent in the national capital area. UM is widely recognized for the breadth and quality of its enrichment programs. *U. S. News & World Report* cited the University four times in “Programs to Look For:” First Year Experience, Undergraduate Research/Creative Projects, Learning Communities, and Service Learning.

While the percentage of students participating in the credit-based programs tracked for this objective has not expanded, there has been tremendous growth in both University-sponsored and externally sponsored non-credit enrichment activities. These activities currently are not reported. Prominent among these activities are alternative break trips during spring, summer and winter vacation periods, in which students undertake community service projects domestically and internationally. In FY08, 200 students participated in alternative break trips; in FY09, the number increased to 300. Another community service learning project is America Reads-America Counts, in which undergraduate students mentor elementary school students in reading, math and parent literacy. In FY09, 174 students participated in this program.

Objective 2.3 – Reduce the difference in six-year graduation rates between all students and African-American students by 50% -- from 16 percentage points in 2004 to 8 percentage points in 2014.

Commission Assessment: Since 2005 the difference in the graduation rates between African American students and all students increased by 55%, from 9 percentage points to 14 percentage points.

Campus Response: The University has implemented strategic initiatives designed to improve success for all students and targeted programs to address the gap. One major initiative is the Student Academic Success and Degree Completion policy, which sets student success expectations to improve retention for the purpose of degree completion. This policy facilitates students’ progress to degree through regular advising that requires students to develop four-year graduation plans, reviews students’ success in achieving benchmarks for their majors, and works

UNIVERSITY OF MARYLAND, COLLEGE PARK (cont.)

with students who do not achieve benchmarks/expectations. The Student Academic Success - Degree Completion Policy continues to be implemented rigorously. Notably, the second-year retention rate for African-American students improved significantly, from 86.9% in 2005 to 95.2% in 2009, a rate that was above the total University rate. Therefore, despite the increase in the graduation rate gap during the MFR period, we project that the gap will narrow with the 2005 and later incoming classes.

Objective 5.2 – Increase or maintain the number of UM baccalaureate level graduates of Information Technology programs who work in Maryland from 302 as reported in the 2002 alumni survey to 350 in 2008.

Commission Assessment: In the 2008 alumni survey 142 UM baccalaureate level IT graduates reported being employed in Maryland, down from 172 in 2005 and 302 in 2002.

Campus Response: Echoing the downturn in the information technology industry in the late 1990s and early 2000s, the number of students enrolling in information technology disciplines declined as well. This decline is reflected in the number of graduates reporting employment in 2005 and 2008. The trend has begun to reverse itself; over the last two years, the number of computer science majors at UM increased 8.5%. There has been a similar increase in related majors in science and engineering that address IT issues. Between 2005 and 2008, majors in Computer, Mathematical and Physical Sciences, Chemical and Life Sciences, and Engineering increased by 9.6%. Equally important, reflecting trends in industry, the University is diversifying its support for the technology professions by producing graduates who have received specialized training in emerging fields such as biotechnology, nanotechnology and biophysics. F

Objective 5.3 – Increase the number of teachers hired by Maryland’s local education agencies who reported that they graduated from UM from 244 in 2004 to 300 or higher in 2009.

Commission Assessment: In 2008, 253 UM students completed all teacher education requirements and were employed in Maryland public schools, down from 261 in 2007 and 306 in 2006.

Campus Response: The College of Education offers multiple pathways for teacher preparation. Shifting the focus to place greater emphasis on new post-baccalaureate models, with shorter preparation periods, has led to increased enrollments at the graduate level. However, we also witnessed a corresponding decline in teacher enrollment at the undergraduate level. Over the past two years, the College has placed renewed emphasis on developing multiple pathways for students in undergraduate teacher education to address the statewide teacher shortage. As a result, there was a modest increase of undergraduate students in College programs in FY09, a trend expected to continue with the expansion of recruitment efforts.

UNIVERSITY OF MARYLAND, COLLEGE PARK (cont.)

The College of Education is strongly committed to addressing the dire shortage of K-12 STEM teachers. It has taken a leadership role in two new promising efforts, which focus on enhancing STEM teacher preparation and attracting more science and mathematics teachers to UM. First, College faculty developed a Post-Baccalaureate Certificate in Elementary and Middle School Science Education for current teachers, which has been approved by the University and the Board of Regents and is awaiting final approval from MHEC and the state's Secretary of Education. Second, the University was selected to serve on the Leadership Collaborative of Association of Public and Land-grant Universities' Science and Mathematics Teacher Imperative (SMTI), a national initiative developing strategies for effective, sustained STEM teacher preparation programs. UM now has a SMTI team of faculty and staff from the Colleges of Education, Chemical and Life Sciences, and Computer, Mathematical and Physical Sciences who are working together to develop a comprehensive campus plan for increasing the number of STEM teacher graduates.

UNIVERSITY OF MARYLAND EASTERN SHORE

Objective 2.2 – Increase the percent of non-African American undergraduate students from 22.5% in 2004 to 25% in 2009.

Commission Assessment: For the last four years the percentage of the undergraduate student population that is non-African American has declined from 25% to 19%.

Campus Response: While UMES celebrates its legacy as a Historically Black Institution serving a majority of African American students, it is also committed to ensuring that its student population reflects the national and global diversity of students. Thus, the steady decline in the percentage of non-African American students from 25% in 2004 to 19% in 2008 and regrettably, to 18% in 2009 remains a matter of great concern. This decline is to a large extent due to insufficient resources for the effective marketing of our high-demand, high-wage programs such as Physician Assistant, Engineering, Hotel and Restaurant Management, Golf Management and the recently approved Doctor of Pharmacy program. Strategies proposed in 2008, which included (1) increasing the number of recruitment visits by the admissions and recruitment team to traditionally White high schools in Maryland, (2) conducting cultural awareness and sensitivity sessions for African American recruitment staff to enhance their effectiveness in recruiting non-African American students, (3) introducing diversity initiatives as part of UMES' institutional recruitment strategy and (4) increasing the number of Academic Scholarships to enhance UMES' efforts to recruit non-African American students, were put in place with limited success. In the future, UMES plans to increase the number of recruitment visits to predominately non-African-American high schools including utilizing the services of non-African-American students to assist with contacting prospective non-African American students to discuss and encourage their enrollment. UMES also plans to add a non-African American to the recruitment staff which is a "Best Practices" strategy used by Traditionally White institutions to successfully attract and recruit non-White students to their campuses. Unfortunately, university-wide budget cuts mean that this strategy cannot be implemented until funds become available for establishing a position for a non-African American (i.e., White) recruiter. In addition, the tightening of the process for obtaining student visas into the United States has reduced UMES' ability to attract increasing numbers of foreign students. Currently, UMES has established a partnership with the Delta State Oil Producing Areas Development Commission in Nigeria through which significant numbers of students will receive scholarships to attend UMES. An initial cohort of 100 students has been admitted to enroll in the spring of 2010. Thus, the foreign student enrollment component for FY 10 will improve significantly.

Objective 3.1 – Increase the total number of teacher education graduates employed in the state of Maryland from 24 per year in 2004 to 30 per year in 2009.

Commission Assessment: The number of UMES graduates who were employed as "new hires" in Maryland public schools decreased by 43%, from 30 in 2007 to 17 in 2008.

Campus Response: Despite the fact that many first-time students may indicate Education as their major when they enroll at UMES, they matriculate into this major only after passing PRAXIS I and achieving a GPA of at least 2.75, consistent with the standards set by the National

UNIVERSITY OF MARYLAND EASTERN SHORE (cont.)

Council on Accreditation in Teacher Education (NCATE), and Maryland State Department of Education (MSDE). These high standards translate into low enrollments, low teacher education graduates, and consequently affect the number of new hires in the Maryland Public Schools per year from UMES. To date numbers have neither been stable nor shown a consistent trend for UMES graduates in teacher education hired in Maryland public schools because they are based on a survey that includes all new hires regardless of the year when they were certified.

Therefore, the number of graduates employed in Maryland public schools is not directly related to the number that graduates in a specific year. Moreover, FY 2009 data reveal a drop in teacher education admits and enrollment from 43 in 2008 to 22, representing a decline of 48.8% in one year. The upshot of all this is that the number of new hires is unlikely to reach 30, given the current enrollment trend. Effective strategies need to be in place for increasing enrollments of undergraduate teacher education students. The ability to recruit new students to teacher education by providing scholarships has been greatly effected by the current financial climate. The Department of Education, which has had a number of scholarships available for use in teacher education, including the Hazel Endowment, is affected by the decline in the value of endowment funds since 2007 and of course, most noticeably by the dramatic value loss due to the stock market's rapid decline since the fall 2008. This loss will impact students enrolled in the program who need additional financial assistance in order to graduate. In addition, the pool of teacher education students is influenced by the economic conditions affecting the budget limitations of school systems throughout the U.S., with flat or reduced funding for teachers' salaries, benefits, and operating costs. This downturn notwithstanding, UMES remains committed to seeking and implementing strategies that will increase both the quality and number of teacher education students for its 16 programs/concentrations in this field.

Objective 4.2 – Increase the six-year graduation rate for all UMES students from 52.4 percent in 2004 to 55 percent in 2009.

Commission Assessment: The university's six year graduation rate in 2008 was 42%. While it increased slightly from 41% in 2007, it represents a steep decrease from the 2005 (50.4%) and 2006 (50%) rates.

Campus Response: UMES' six-year graduation rate remained below the target set in the MFR of increasing to 55% in 2009 from 52.4% in 2004. Many factors have affected the six-year graduation rate at UMES. Specific factors contributing to the downward trend in graduation rates include (1) a decline in second-year retention rates; (2) lack of adequate financial aid; (3) increase in college costs, other than tuition that has remained changed for the past several years in the State of Maryland and (4) underpreparedness of admitted students. Although the University System of Maryland has not increased the cost of tuition this year as in the year before, with the current state of the economy, funds for other costs have become unattainable for low-income families, who constitute the majority of UMES' students. Therefore, there will continue to be a great need for increased need-based financial assistance in order to help students offset the burden of increased college costs. This gap in available financial aid and student need has increased and leaves many students unprepared for any sudden change in Federal guidelines.

UNIVERSITY OF MARYLAND EASTERN SHORE (cont.)

With the initiatives that UMES implemented during FY 2009, gains from fall-to-spring persistence rates (e.g., fall 2008 to spring 2009 for first-time full-time retention rate of 94.4%) enhance prospects for an increased graduation rate. While most of the efforts are put in front loading strategies for first-year students, the University needs also to make a forward thrust to retain second- and third-year students at higher rates. For the first time in more than seven years the “institutional” second-year retention rate, that is the rate at which those first-time full-time students who start at UMES return to UMES the following year, has shown a significant increase, rising to 70% for the 2008 cohort, which is likely to have a positive impact on the MFR retention objective results for next year. Meanwhile, the retention plans developed by each academic department continue to be implemented. These include strategies for engaging second and third year students in such activities as: (1) departmental honor societies, (2) departmental clubs, (3) Honda all Star Challenge Team (i.e., academic bowl that competes nationally), (4) departmental student forums, (5) student research projects, and (6) student presentations at national and local conferences.

In-house attrition data have revealed that a higher percentage of third and fourth term students that leave the university are academically strong students. In order to combat this problem, UMES has begun to target these students as an “at-risk” group. Activities implemented in FY 2009, included outreach with phone calls and letters from the academic Deans, congratulating the students on their academic success and inviting them to specific school-wide events. The current best practices in retention by Richard Light (2001), in his book--*Making the Most of College: Students Speak their Minds*--presents evidence of the importance of student engagement in promoting retention. George Kuh (2006), in an article, *Student Engagement: A means to Many Desirable Ends*, and Vincent Tinto (2007), in his article, *Taking Student Retention Seriously*, also provide empirical data for best practices, which highly support student engagement as a critical factor in student retention. Further research-based best practices include providing between 15-20 hours of student employment on campus. UMES has embraced this best practice by recruiting several of these high achieving students to assist the university by serving as peer mentors and peer-tutors.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Objective 1.2 –Maintain the percent of graduates of IT programs employed in Maryland at >45% through fiscal year 2009

Commission Assessment: In Survey Year 2008, 43% of UMUC’s IT graduates were employed in Maryland, down from 52% in Survey Year 2005 and 55% in Survey Year 2002.

Campus Response: As UMUC expands nationally and globally, the number and percentage of IT graduates employed in Maryland is expected to decline. It is the out-of-state enrollments that allow UMUC to maintain its resident tuition at the second lowest level in the USM.

Objective 4.1 – Maintain current annual rate of operating budget savings through efficiency and cost containment measures.

Commission Assessment: *From 2005 to 2008 the percent of operating budget savings achieved through efficiency and cost containment measures declined from 6% to 2%.*

Campus Response: MHEC included this comment in last year’s MFR and UMUC responded to it. Our response from last year is valid for this and future submissions: UMUC’s goal, and USM’s policy, has always been to maintain at least 2% of cost containment savings. Once again, we recommend changing the wording of this objective to: “Maintain at least 2% of operating budget savings through efficiency and cost containment measures”. The current wording penalizes UMUC because it is not realistic to expect this measure to rise every year. We have implemented this change again in the current 2009 MFR submission.

MORGAN STATE UNIVERSITY

Objective 1.5 – Increase the percentage of Maryland community college transfer students as a percent of undergraduate enrollment to 4% through 2010.

Commission Assessment: In 2008, Maryland community college transfer students comprised 2.3% of Morgan's undergraduate student population. This proportion was down from 3% in 2007.

Campus Response: Our percentage of Maryland community college transfer students increased from 2.3% in 2008 to 2.7% in 2009. The University's Transfer Center is grant funded and during 2008-2009 experienced a decrease in staff. The University hopes, as additional money becomes available, to increase the staff of the Transfer Center. Currently the Transfer Center has one permanent staff member and a loaned staff member from another office.

Objective 2.1 – Increase the pool of college applicants to Morgan from Baltimore City high schools to 14% in 2010.

Commission Assessment: In 2008, 10% of the university's freshman applicants were from Baltimore City high schools, down from 14% in 2007, 15% in 2006 and 20% in 2005.

Campus Response: Our percentage of freshmen applicants from Baltimore City high schools increased from 10% in 2008 to 11.3% in 2009. The University Admissions staff visits nearly all of the City high schools. However, several factors impact the number of applications the University receives from Baltimore City high school students. Talented students from Baltimore City are not only recruited actively by the other four year campuses in the City and state, but nationally as well. In addition many Baltimore City high school graduates faced with economic challenges increasingly elect to attend the local community college in order to reduce the cost of a college education. Additional need based financial aid would allow the University to award competitive financial aid packages that would make the University attractive to more Baltimore City high school graduates.

Objective 3.1 – Increase the number of African-American graduates at all degree levels in science, mathematics, information systems management, computer science and engineering to 195 by 2010.

Commission Assessment: In 2007, the university produced 193 African-American degree recipients in the specified fields, but in 2008 that number decreased to 174.

Campus Response: Our number of African-American graduates at all degree levels in these fields increased from 174 in 2008 to 207 in 2009. Several factors impact the number of degrees awarded to African-Americans in science, mathematics, information systems management, computer science and engineering. Nationally, the number of students majoring in computer science has decreased as a result of the dot-com bust in the late 1990's. This trend has impacted Morgan. In addition, our National Survey of Student Engagement results as well as the results of

MORGAN STATE UNIVERSITY (cont.)

our institutional Senior Exit Survey indicate that about 40% of our students attend college full-time, yet work more than 20 hours a week. This type of schedule results in students not devoting enough time to study, and consequently needing to repeat classes.

Objective 6.3 – Maintain the percentage of graduates satisfied with education received in preparation for graduate/professional study and/or the workforce at 98% by 2010.

Commission Assessment: In 2008, 86% of survey respondents rated the job preparation they received at Morgan as excellent, good or fair, this is down from 95% of students who did so in 2007.

Campus Response: Preliminary alumni survey results indicate that 96% of the respondents rated job preparation as excellent, good or fair, while 100% rated graduate/professional school preparation as excellent, good or fair. Alumni survey responses vary from year to year. The University conducts an alumni survey annually, and this year's survey for the Class of 2008 was conducted on-line. Invitations to participate in the survey were sent to 468 alumni of the Class of 2008 for whom email addresses were available. Reminders to participate were sent periodically and the survey is still open. To date 78 alumni have responded.

ST. MARY'S COLLEGE OF MARYLAND

Objective 2.2 – Between 2006 and 2009, the six-year graduation rate for all minorities will be maintained at a minimum of 66%.

Commission Assessment: In 2008, the six-year graduation rate for all minorities at SMCM was 52%, down from 67% in 2007 and from 72% in 2006.

Campus Response: The decreases noted above are a statistical aberration that occurs when working with small numbers. While about one-fifth of our current student body is members of minority groups, this represents a small number for what is a relatively small student body. For example, in the recent four-year graduation cohort, each of the 68 minority students comprised over one percent of their cohort, while the 36 African-American students accounted for nearly three percent of their cohort. In the most recent 2009 graduation rates, St. Mary's has experienced a four-year high for all minorities for both the 4- and 6-year graduation rates at 67 and 76 percent, respectively.

Objective 2.3 – Between 2005 and 2009, increase by 10% (not percentage points) the percentage of racial/ethnic minority faculty and administrative staff.

Commission Assessment:

(1) From 2007 to 2008 the percentage of African American full-time, tenured or tenure-track faculty decreased from 6% to 5%.

(2) From 2007 to 2008 the percentage of African American full-time executive/managerial staff members decreased from 7% to 4%.

Campus Response: St. Mary's College affirms the importance of hiring and retaining African-American faculty and executive/managerial staff. Our overall number of faculty and staff is small, with one staff member constituting the three percent change in executive/managerial staff. However, we continue to promote the hiring of minority candidates through our EEO/AA office and creation of an increasingly welcoming work environment.

Objective 4.1 – By 2009, 70% of all graduating seniors will complete a St. Mary's Project (SMP).

Commission Assessment: From 2007 to 2008 the proportion of graduating seniors completing a St. Mary's Project decreased from 68% to 61%, and this figure is currently at a four-year low.

Campus Response: There are two changes that explain the decline in St. Mary's Project participation. When the goal of 70 percent was originally established, the proportion of majors requiring St. Mary's Projects was higher. With the introduction of the new core curriculum, St. Mary's has seen a slight shift in departmental requirements to allow students the option of a St. Mary's Project or an alternative Senior Experience. In addition, the distribution of graduating

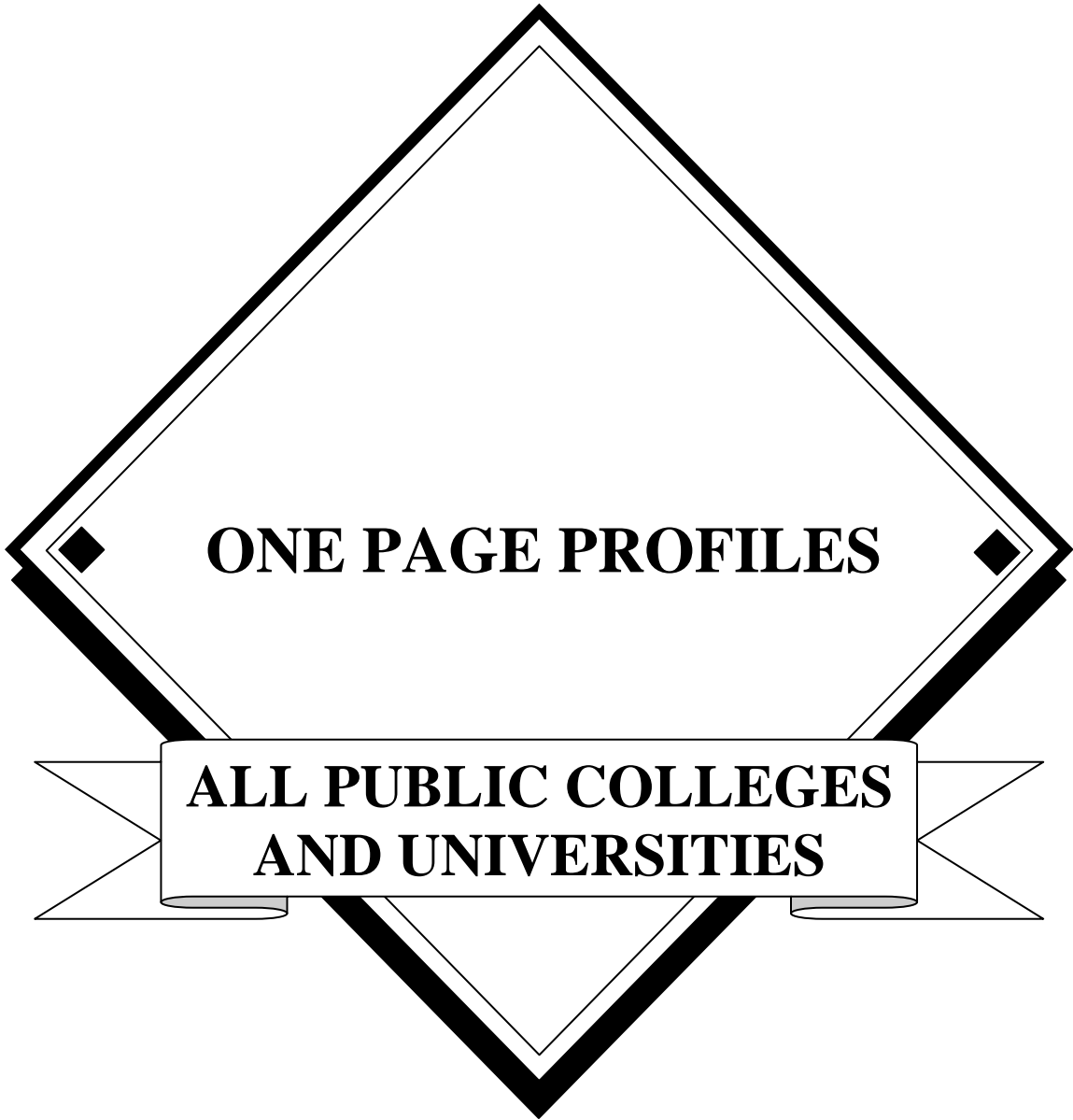
ST. MARY'S COLLEGE OF MARYLAND (cont.)

students by major has shifted toward majors that offer the alternative requirement than the St. Mary's Project. An example of this can be seen in the Psychology department, which produced the third largest proportion of 2009 graduates, and has made the St. Mary's Project experience optional. With these two tendencies, the College must assess whether the 70 percent remains as an appropriate metric of this objective.

Objective 6.3 – By 2009, 75% of graduating seniors will rate the quality of campus health services as either good or excellent.

Commission Assessment: In 2008, 54% of graduating SMCM seniors rated campus health services as good or excellent, compared to 64% of seniors who did so in 2007.

St. Mary's has acknowledged the past declines in student satisfaction with campus health services. As a result of the figures from the past few years, there has been an expansion of services in the health center. In the 2009 survey, 67 percent of seniors rated the health services as good or excellent, which is a four-year high. The College continues to seek alternatives that provide improved health services, both on campus and through local providers.



ONE PAGE PROFILES

**ALL PUBLIC COLLEGES
AND UNIVERSITIES**

ONE-PAGE PROFILES

This section contains one-page profiles for each community college and public four-year institution. They present four years of trend data and benchmarks for key indicators, as well as a brief description of the mission and major characteristics of each campus. These profiles have been added to provide legislators and their staff with a means of grasping quickly the essence of each campus' progress on the most policy significant indicators.

Each community college profile contains a set of 10 common indicators. Those from the public four-year institutions have up to seven standard measures. For some of the public four-year institutions, one or more of the common indicators were not relevant to the campus or did not have an accompanying accountability objective; in these cases, the indicators were not included. Emphasis was given to outcomes and outputs measures. Each community college had the opportunity to add up to three institution-specific indicators, and each public four-year campus up to five. University of Maryland Baltimore and University of Maryland University College used an individualized set of indicators, reflecting their special missions.

These are the common indicators appearing in the profiles. Readers are encouraged to review the operational definition of these indicators in interpreting their meaning. These can be found in Volume 2 of the accountability report.

Community Colleges

1. Enrollment (credit and noncredit students)
2. Market share of first-time, full-time freshmen
3. Graduation/transfer rate after four years
4. Graduation/transfer rate after four years of racial/ethnic minorities
5. Student satisfaction with goal achievement
6. Student satisfaction with transfer preparation
7. Student satisfaction with job preparation
8. Employer satisfaction with community college graduates
9. Minority student enrollment in comparison to service area population
10. Tuition and fees as a percent of tuition and fees at Maryland four-year institutions

Public Four-Year Institutions

1. Student satisfaction with job preparation
2. Student satisfaction with preparation for graduate/professional school
3. Six-year graduation rate of all students
4. Six-year graduation rate of African Americans
5. Second year retention rate of all students
6. Percent African American of all undergraduates
7. Employment rate of graduates

ALLEGANY COLLEGE OF MARYLAND

Allegheny College of Maryland is a public two-year college that provides quality comprehensive educational programs, training, and services at reasonable cost. The convenient campus locations offer a comfortable environment that makes considerable use of high-tech equipment and state-of-the-art learning technologies, including distance learning.

Performance Indicator	FY 2005	FY2006	FY2007	FY 2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,617	4,596	4,710	4,713	4,412
Noncredit students	8,242	8,611	8,395	8,716	7,619

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	58.9%	61.6%	66.4%	61.6%	63.6%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four year:					
a. College-ready students	46.7	46.4	47.8	60.2	48.6
b. Developmental completers	44.1	47.1	36.2	50.8	49.4
c. Developmental non-completers	41.9	37	27.3	26.2	47.1
d. All students in cohort	43.8	42.3	36	42.5	48.0

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	<50 cohort	<50 cohort	12.9%	17.8%	NA
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	NA
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	NA

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	93%	96%	95%	93%	93%
Graduate satisfaction with transfer preparation	82%	82%	91%	90%	83%
Graduate satisfaction with job preparation	92%	77%	76%	82%	86%
Employer satisfaction with career program graduates	92%	87%	94%	100%	91%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	9.22	9.22	9.66	10.24	8.20
b. Percent non-white service area population, 18 or older	8.5	8.6	8.8	9.1	n/a

Campus-Specific Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	42.1%	44.3%	43.8%	44.4%	45.5%

Performance Indicator	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	Benchmark AY 09-10
Academic performance at institutions of transfer: GPA after 1st year	2.54	2.48	2.65	2.74	2.79

ANNE ARUNDEL COMMUNITY COLLEGE

Committed to a 'Students First' philosophy, Anne Arundel Community College offers high quality, comprehensive learning opportunities and a wide array of student and community services responsive to the diverse needs of Anne Arundel County residents. Established in 1961, the college is a fully accredited, public two-year college with a rich tradition of community outreach and service. The college has the largest single campus enrollment among Maryland community colleges, is the second largest community college in the state and enrolls the largest percentage of Anne Arundel county undergraduates.

Performance Indicator	FY 2005	FY2006	FY2007	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	20,920	21,293	21,373	21,752	22,723
Noncredit students	35,482	35,971	34,920	37,634	37,432

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	62.3%	61.4%	60.7%	60.3%	63.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003* Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	65.4%	66.4%	67.4%	66.3%	66.0%
b. Developmental completers	56.9%	58.3%	58.8%	62.0%	57.0%
c. Developmental non-completers	22.6%	25.5%	27.6%	21.9%	23.0%
d. All students in cohort	48.9%	49.9%	50.9%	49.8%	51.0%

**Revised data*

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003* Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	36.9%	39.0%	49.2%	35.2%	41.0%
b. Asian, Pacific Islander	61.7%	44.6%	56.9%	53.7%	51.0%
c. Hispanic	46.4%	54.2%*	65.9%	42.9%	51.0%

**Revised data*

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96.2%	93.8%	95.7%	96.4%	97.0%
Graduate satisfaction with transfer preparation	85.1%	80.7%	89.0%	87.6%	90.0%
Graduate satisfaction with job preparation	86.0%	84.7%	84.9%	89.3%	89.0%
Employer satisfaction with career program graduates	97.3%	96.3%	88.9%	100.0%	95.0%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	23.4%	24.1%	24.8%	25.6%	27.0%
b. Percent non-white service area population, 18 or older	21.2%	21.9%	22.6%	23.0%	n/a

Campus-Specific Performance Indicator	AY 2004-2005	AY 2006	2005 AY 2006 AY	2007 2008	Benchmark AY 2009-2010
Market share of recent, college-bound high school graduates	67.3%	70.0%	70.4%	73.6%	69.0%
Academic performance at institutions of transfer: GPA after 1st year	2.78	2.73	2.68	2.74	2.79

Performance Indicator	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark FY 2010
Annual course enrollments in contract training courses	41,236	38,982	39,747	47,043	40,644

BALTIMORE CITY COMMUNITY COLLEGE

Baltimore City Community College (BCCC), through its statewide tuition, is an open admissions, two-year public institution serving Baltimore City and all Maryland regions. BCCC enrolls more Baltimore City residents as undergraduates than any college or university. The College offers Associate's degrees, certificates and options for transfer to four-year institutions. Its academic program areas include allied health, nursing, human services, business, and information technology, to name a few. Developmental courses are required by most entrants tested. BCCC's Business and Continuing Education Center offers courses in Adult Basic Education, GED preparation, English as a Second Language, and workforce development.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10,428	10,701	10,490	10,312	12,100
Noncredit students	9305	9,763	11,981	12,171	11,200

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 208	Benchmark Fall 2010
Market share of first-time, full-time freshmen	22%	22%	19%	24%	27%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	42%	38%	51%	53%	50%
b. Developmental completers	41%	29%	33%	43%	44%
c. Developmental non-completers	19%	20%	22%	17%	20%
d. All students in cohort	26%	25%	28%	27%	30%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort		Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	25%	22%	25%	23%	30%
b. Asian, Pacific Islander	na (n=6)	na (n=5)	na (n=4)	na (n=3)	30%
c. Hispanic	na (n=8)	na (n=5)	na (n=1)	na (n=7)	30%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	88%	90%	98%	92%	95%
Graduate satisfaction with transfer preparation	90%	79%	76%	73%	80%
Graduate satisfaction with job preparation	100%	81%	76%	79%	90%
Employer satisfaction with career program graduates	100%	100%	100%	100%	95%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service are: population					
a. Percent non-white enrollment	90%	90%	93%	91%	BCCC does not submit
b. Percent non-white service are: population, 18 or older	68%	68%	66%	68%	n/a

CARROLL COMMUNITY COLLEGE

Chiseled above the college's main entrance are the words "Enter to Learn." This invitation captures the spirit and purpose of Carroll Community College. An open-admissions, learner-centered community college, Carroll provides the first two years of the baccalaureate degree; Associate degree and certificate programs in technical fields, specializing in computer/information technologies; and noncredit programs and courses for workforce development, continuing education, and personal and community enrichment.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,392	4,478	4,662	4,825	4,600
Noncredit students	8,230	9,271	8,273	9,221	9,000

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	47.5%	47.4%	50.0%	50.8%	50.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	68.2%	69.1%	67.7%	81.7%	70.0%
b. Developmental completers	69.9%	69.2%	68.1%	64.3%	70.0%
c. Developmental non-completers	20.7%	21.4%	28.7%	18.8%	20.0%
d. All students in cohort	60.6%	58.1%	59.9%	55.9%	60.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	N<50	N<50	N<50	N<50	60.0%
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	60.0%
c. Hispanic	N<50	N<50	N<50	N<50	60.0%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	99%	99%	93%	95%
Graduate satisfaction with transfer preparation	75%	70%	79%	79%	85%
Graduate satisfaction with job preparation	83%	100%	80%	89%	90%
Employer satisfaction with career program graduates	83%	100%	100%	100%	100%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	8%	7%	6%	6%	10%
b. Percent non-white service area population, 18 or older	6%	7%	8%	8%	n/a

Campus-Specific Performance Indicator	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark FY2010
Annual course enrollments in contract training courses	4,783	6,326	4,333	5,085	6,400
Annual course enrollments in workforce development courses	7,709	9,410	7,464	8,606	8,800

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Successful-persistor rate after four years					
a. College-ready students	81.8%	85.3%	85.4%	84.1%	85.0%
b. Developmental completers	84.9%	89.5%	89.9%	87.7%	85.0%
c. Developmental non-completers	26.8%	28.6%	46.3%	35.9%	30.0%
d. All students in cohort	73.7%	74.8%	80.0%	74.5%	75.0%

CECIL COLLEGE

Cecil Community College is a small, publicly funded, open-access institution which promotes educational, cultural and economic development in rural northeastern Maryland. The College offers high-quality transfer, career credit, and continuing education courses and programs which are designed for college preparation, acquisition and upgrading of employment skills, and personal enrichment.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	2,630	2,669	2,727	2,968	3,000
Noncredit students	5,368	5,371	5,265	4,661	7,500

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	59.4%	58.0%	59.6%	67.7%	64.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	74%	61%	63%	63%	80%
b. Developmental completers	64%	52%	55%	54%	70%
c. Developmental non-completers	31%	17%	31%	26%	20%
d. All students in cohort	53%	39%	47%	45%	60%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	n<50	n<50	n<50	n<50	n/a
b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	n/a
c. Hispanic	n<50	n<50	n<50	n<50	n/a

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94%	94%	97%	100%	95%
Graduate satisfaction with transfer preparation	73%	92%	78%	87%	85%
Graduate satisfaction with job preparation	88%	82%	75%	91%	80%
Employer satisfaction with career program graduates	94%	82%	100%	86%	95%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service are: population					
a. Percent non-white enrollment	12.9%	11.2%	10.8%	10.9%	15.0%
b. Percent non-white service are: population, 18 or older	8.5%	8.9%	n/a	n/a	n/a

CHESAPEAKE COLLEGE

Chesapeake College, the first of three regional community colleges in the State, serves the learning needs of residents of five counties on the Upper Eastern Shore, an area comprising 20% of the State's land mass. Through its partnership with Caroline, Dorchester, Kent, Queen Anne's and Talbot counties, the College is uniquely situated to serve as a regional center for learning offering associate degree and certificate programs and collaborative initiatives with other educational institutions, health care providers, business and industry.

Performance Indicator	FY 2005	FY2006	FY2007	FY 2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	3,506	3,385	3,455	3,493	4,000
Noncredit students	8,208	8,491	8,052	8,484	8,800

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	48%	51%	52%	52%	51%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	60%	57%	55%	71%	65%
b. Developmental completers	56%	46%	48%	52%	56%
c. Developmental non-completers	22%	24%	20%	21%	30%
d. All students in cohort	41%	40%	38%	44%	50%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	34%	26%	23%	57%	40%
b. Asian, Pacific Islander	<50	<50	<50	<50	na
c. Hispanic	<50	<50	<50	<50	na

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	90%	97%	97%	98%
Graduate satisfaction with transfer preparation	78%	72%	57%	87%	82%
Graduate satisfaction with job preparation	90%	77%	78%	87%	85%
Employer satisfaction with career program graduates	100%	86%	100%	89%	95%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	20%	20%	19%	18%	21%
b. Percent non-white service area population, 18 or older	18%	18%	n/a	n/a	n/a

Campus-Specific Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of part-time undergraduates	77%	75%	74%	73%	78%

	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark FY 2010
Enrollment in online courses					
a. Credit	1,074	1,690	1,895	2,054	2,000
b. Non-credit	358	369	212	261	500

	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2011
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43%	45%	44%	46%	45%

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

The Community College of Baltimore County (CCBC) is a premier, learning-centered public single college, multi-campus institution that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of general education, transfer, and career programs, student support services, and economic and community development activities.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	28,295	27,978	27,817	28,251	29,500
Noncredit students	41,475	39,739	37,449	36,653	40,000

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	39.4%	37.1%	39.0%	43.1%	39.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	51.6%	54.6%	55.4%	55.1%	58%
b. Developmental completers	51.0%	53.3%	51.5%	49.5%	55%
c. Developmental non-completers	22.7%	24.2%	27.1%	27.3%	24%
d. All students in cohort	42.3%	46.1%	46.4%	45.3%	47%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	32.3%	37.1%	36.9%	36.2%	45%
b. Asian, Pacific Islander	48.5%	61.5%	55.6%	54.4%	57%
c. Hispanic	49.1%	57.7%	37.1%	40.6%	50%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	95.0%	94.0%	97.0%	95.0%	95%
Graduate satisfaction with transfer preparation	72%	72%	81%	72%	80%
Graduate satisfaction with job preparation	82%	83%	88%	82%	85%
Employer satisfaction with career program graduates	84%	96%	92%	84%	90%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	39%	40%	40%	41%	40%
b. Percent non-white service area population, 18 or older	29%	30%	31%	31%	n/a

Campus-Specific Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	43.4%	43.1%	43.5%	43.2%	45.0%

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Percent minorities of full-time faculty	14.7%	14.5%	17.0%	17.0%	17.0%
Percent minorities of full-time administrative/professional staff	28.4%	27.8%	28.0%	28.0%	32.0%

FREDERICK COMMUNITY COLLEGE

Frederick Community College prepares about 12,000 students in credit or non-credit courses each year to meet the challenges of a diverse, global society through quality, accessible, innovative, life-long education. The college is a student-centered, community focused college. Frederick Community College offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment programs to enhance the quality of life and economic development of our area.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	6,719	6,872	7,045	7,650	7,400
Noncredit students	11,783	12,296	10,837	10,905	16,500

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	53%	48%	56%		54%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	70%	73%	76%	79%	68%
b. Developmental completers	52%	54%	60%	57%	58%
c. Developmental non-completers	33%	26%	31%	34%	30%
d. All students in cohort	57%	56%	62%	80%	60%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	-	49%	-	68	-
b. Asian, Pacific Islande	-	-	-		-
c. Hispanic	-	-	-		-

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	95%	96%	95%	95%	95%
Graduate satisfaction with transfer preparation	79%	88%	80%	94%	85%
Graduate satisfaction with job preparation	86%	83%	100%	83%	90%
Employer satisfaction with career program graduates	100%	100%	100%	80%	100%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service are: population					
a. Percent non-white enrollment	19%	21%	23%	25%	20%
b. Percent non-white servicie are: population, 18 or older	11%	17%	n/a	18%	n/a

GARRETT COLLEGE

Garrett College is a small rural campus in the mountains of Western Maryland overlooking Deep Creek Lake and the Wisp Resort area. Students receive personalized instruction in small classes. The college offers two year associate degree transfer and career entry programs, one year certificate programs and continuing education courses.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	815	829	984	1,004	909
Noncredit students	3,593	3,821	3,897	3,638	4,000

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	61.9%	73.7%	77.5%	78.9%	65.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	63.3%	79.6%	86.2%	82.8%	76.0%
b. Developmental completers	54.4%	72.4%	77.4%	84.2%	65.0%
c. Developmental non-completers	23.1%	39.5%	39.0%	71.4%	35.0%
d. All students in cohort	51.7%	65.8%	68.8%	81.4%	65.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	<50	<50	<50	<50	n/a
b. Asian, Pacific Islander	<50	<50	<50	<50	n/a
c. Hispanic	<50	<50	<50	<50	n/a

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	91%	88%	96%	96%	95%
Graduate satisfaction with transfer preparation	85%	75%	91%	69%	80%
Graduate satisfaction with job preparation	78%	69%	84%	89%	79%
Employer satisfaction with career program graduates	100%	100%	100%	50%	90%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	8.4%	7.1%	11.5%	14.7%	2.0%
b. Percent non-white service area population, 18 or older	1.3%	1.7%	1.9%	2.1%	n/a

Campus-Specific Performance Indicator	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	Benchmark AY 09-10
Market share of recent, college-bound high school graduates	59.0%	62.1%	75.2%	73.1%	64.0%
Academic performance at institutions of transfer: GPA after 1st year	2.64	2.79	3.01	3.04	2.84

	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	42.3%	43.2%	42.4%	44.7%	53.1%

HAGERSTOWN COMMUNITY COLLEGE

Dedicated to learning and student success, Hagerstown Community College (HCC) provides career, transfer, and certificate programs, as well as opportunities for lifelong learning. As a leader in its region's economic development, HCC offers many diverse non-credit training options and partnerships with government, business and industry.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	5,031	5,248	5,264	5,531	6,805
Noncredit students	8,695	9,944	10,895	10,573	10,579

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	46.6%	62.0%	62.5%	63.8%	65.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	69.8%	74.6%	75.5%	77.9%	80.0%
b. Developmental completers	67.7%	70.0%	68.5%	63.8%	70.0%
c. Developmental non-completers	37.8%	27.6%	27.9%	28.8%	34.0%
d. All students in cohort	59.3%	60.0%	59.2%	59.6%	64.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	*	*	*	*	*
b. Asian, Pacific Islander	*	*	*	*	*
c. Hispanic	*	*	*	*	*

*Cohort for analysis is less than 50 students.

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	95.0%	93.0%	98.0%	95.0%	98.0%
Graduate satisfaction with transfer preparation	85.0%	83.0%	82.0%	86.0%	88.0%
Graduate satisfaction with job preparation	77.0%	68.0%	74.0%	87.0%	90.0%
Employer satisfaction with career program graduates	100.0%	100.0%	80.0%	89.0%	95.0%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	11.5%	12.4%	12.6%	14.4%	13.5%
b. Percent non-white service area population, 18 or older	12.3%	13.1%	13.7%	14.1%	n/a

HARFORD COMMUNITY COLLEGE

Harford Community College is a fully accredited, open-admission two year community college that offers a wide variety of majors and ca training. Over 22,000 Harford county residents take credit and noncredit classes each semester. The 332 acre campus includes 21 academic and administrative buildings. Facilities include networked computer labs, a radio and TV studio, library, 900 seat theater, and an Apprenticeship and Training Center.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	7,607	7,706	7,861	8,297	8,195
Noncredit students	15,710	16,713	17,343	17,685	17,000

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	61.6%	58.3%	58.8%	60.6%	62.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	71.3%	71.0%	71.4%	68.0%	72.0%
b. Developmental completers	57.1%	60.7%	58.5%	62.9%	62.0%
c. Developmental non-completers	54.2%	44.7%	30.9%	24.6%	40.0%
d. All students in cohort	59.5%	59.5%	56.2%	54.7%	58.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	43.2%	51.5%	45.3%	40.4%	58.0%
b. Asian, Pacific Islander	n < 50	n < 50	n < 50	n < 50	
c. Hispanic	n < 50	n < 50	n < 50	n < 50	

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94.0%	94.0%	96.0%	87.8%	95.0%
Graduate satisfaction with transfer preparation	83.0%	81.0%	81.0%	72.4%	82.0%
Graduate satisfaction with job preparation	68.0%	78.0%	81.0%	71.1%	80.0%
Employer satisfaction with career program graduates	95.0%	100.0%	100.0%	90.1%	95.0%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service are: population					
a. Percent non-white enrollment	16.5%	16.4%	17.2%	18.4%	18.0%
b. Percent non-white servcie are: population, 18 or older	15.7%	16.6%	16.8%	17.1%	n/a

HOWARD COMMUNITY COLLEGE

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.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	9,950	10,135	10,538	3,138	11,535
Noncredit students	14,221	14,253	14,952	465	15,701

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	42.5%	42.4%	42.5%	43.5%	45.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	72.7	68.7	69.8	67.6	80
b. Developmental completers	64.9	66.9	58.8	66.1	70
c. Developmental non-completers	35	36.7	33.3	37.9	35
d. All students in cohort	56	56.6	51.9	57.1	60

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	44.9	39.1	34.9	47.3	50
b. Asian, Pacific Islander	52.4	69.7	62.6	58.9	60
c. Hispanic	n<50	n<50	n<50	n<50	n/a

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	98	96	94	94	98
Graduate satisfaction with transfer preparation	80.7	82.4	76.6	89.3	83
Graduate satisfaction with job preparation	85	84	85	100	90
Employer satisfaction with career program graduates	100	91	80	83	90

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service are: population					
a. Percent non-white enrollment	34.3	35.5	37.6	39.8	35
b. Percent non-white service are: population, 18 or older	31.4	32.7	33.8	34.5	n/a

Campus-Specific Performance Indicator	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark FY 2010
Employer satisfaction with contract training	100%	100%	100%	100%	100%

MONTGOMERY COLLEGE

Montgomery College is dedicated to Changing Lives, Enriching Our Community, and Holding Ourselves Accountable. With three campuses and two major business and community Workforce Development and Continuing Education sites, the College continues to grow, annually serving over 32,000 credit students and more than 23,000 Workforce Development and Continuing Education students. While Montgomery County's population is quite diverse, Montgomery College's credit student body is even more diverse - 29% Black, 16% are Asian, 15% are Hispanic, and 41% are White. Students from 178 foreign countries comprise 32% of the students.

Performance Indicator	FY 2005	FY2006	FY2007	FY 2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	32,881	32,922	33,520	34,248	33,867
Noncredit students	23,783	25,114	27,544	26,035	26,161

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	40.9%	50.3%	48.7%	42.9%	44%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	61.8%	61.5%	62.0%	61.7%	62%
b. Developmental completers	45.5%	43.4%	54.7%	52.2%	49%
c. Developmental non-completers	31.9%	29.0%	25.0%	28.0%	38%
d. All students in cohort	47.8%	46.9%	54.8%	54.3%	49%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	46.1%	42.4%	49.3%	50.8%	49%
b. Asian, Pacific Islander	53.3%	52.0%	60.6%	60.3%	53%
c. Hispanic	36.4%	35.3%	39.3%	44.0%	45%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	97%	99%	97%	93%	92%
Graduate satisfaction with transfer preparation	79%	79%	88%	91%	92%
Graduate satisfaction with job preparation	93%	76%	79%	89%	92%
Employer satisfaction with career program graduates	100%	83%	93%	100%	92%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service are: population					
a. Percent non-white enrollment	52.8%	53.5%	53.1%	56.4%	55%
b. Percent non-white service are: population, 18 or older	42.2%	42.9%	43.5%	43.9%	n/a

PRINCE GEORGE'S COMMUNITY COLLEGE

Prince George's Community College is among the largest community colleges in Maryland, serving over 30,000 credit and non-cre students each year. The college provides over 60 credit programs designed to prepare students to transfer to four-year colleges and universities or to help students develop in their chosen career field. In addition to day and evening courses, the college offers courses on weekends and at extension centers throughout the county as well as an ever-increasing number of online courses and degree programs.

Performance Indicator	FY 2005	FY2006	FY2007		Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	18,509	18,376	17,693	17,840	25,000
Noncredit students	21,185	20,989	23,382	24,286	25,000

Performance Indicator	Fall 2005	Fall 2006	Fall 2007		Benchmark Fall 2010
Market share of first-time, full-time freshmen	27.3%	24.0%	27.0%	28.0%	30.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort		Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	50.0	58.3	42.9	57.0	60
b. Developmental completers	35.4	41.9	37.3	44.0	60
c. Developmental non-completers	16.6	21.0	22.2	36.0	30
d. All students in cohort	30.8	37.0	30.8	47.0	45

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort		Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	27.3	32.1	27.6	42.5	45
b. Asian, Pacific Islander	47.8	54.3	45.3	61.8	45
c. Hispanic	35.0	47.5	30.1	41.9	45

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	97%	95%	93%	94%	
Graduate satisfaction with transfer preparation	76%	85%	88%	84%	
Graduate satisfaction with job preparation	97%	70%	75%	80%	
Employer satisfaction with career program graduates	100%	100%	100%	100%	

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	90.4%	91.2%	91.3%	91.7%	78.0%
b. Percent non-white service area population, 18 or older	78.1%	80.1%	80.1%	82.4%	n/a

Campus-Specific Performance Indicator	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	Benchmark AY 09-10
Market share of recent, college-bound high school graduates	48.5%	49.2%	49.2%	45.9%	55.0%

COLLEGE OF SOUTHERN MARYLAND

The College of Southern Maryland serves students intending to transfer to four-year colleges and those seeking immediate career entry. Students also attend CSM to upgrade job skills or for personal enrichment. The college operates two campuses in Charles County (La Plata, and Waldorf), and branch campuses in St. Mary's and Calvert counties. Twenty associate degree programs and over 15 certificate programs are offered.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	9,970	10,035	9,979	10,309	10,507
Noncredit students	11,211	11,351	12,837	12,234	12,270

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	60.0%	60.0%	62.6%	62.9%	60.0%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	64.8%	62.4%	71.6%	71.9%	70.0%
b. Developmental completers	46.8%	49.5%	55.0%	53.5%	60.7%
c. Developmental non-completers	11.8%	25.0%	37.5%	54.5%	24.0%
d. All students in cohort	57.3%	56.7%	65.1%	65.2%	58.6%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	49.3%	45.5%	51.1%	78.7%	58.6%
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	
c. Hispanic	N<50	N<50	N<50	N<50	

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	98%	91%	92%	95%	95%
Graduate satisfaction with transfer preparation	80%	80%	85%	82%	83%
Graduate satisfaction with job preparation	84%	71%	81%	78%	83%
Employer satisfaction with career program graduates	100%	83%	95%	100%	95%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	26.8%	28.6%	30.0%	31.7%	26.4%
b. Percent non-white service area population, 18 or older	27.6%	29.0%	30.0%	30.8%	n/a

Campus-Specific Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	48.0%	49.2%	48.0%	50.7%	49.9%

	FY 2005	FY 2006	FY 2007	FY2008	Benchmark FY 2010
Nursing License Exam (NCLEX) - RN pass rates	87%	86%	82%	89%	91%
Percentage of expenditures on instruction	45.0%	46.0%	46.8%	47.4%	48.6%

WOR-WIC COMMUNITY COLLEGE

Wor-Wic is a comprehensive community college serving the residents of Worcester, Wicomico and Somerset counties on Maryland's Lower Eastern Shore. The college provides quality transfer and career credit programs as well as community and continuing education courses that promote workforce development. Wor-Wic encourages access by collaborating with local secondary schools and universities and maintaining cooperative relationships with area businesses.

Performance Indicator	FY 2005	FY2006	FY2007	FY2008	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,351	4,326	4,486	11,346	4,803
Noncredit students	6,576	6,013	6,496	4,803	6,800

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Market share of first-time, full-time freshmen	47%	46%	47%	50%	50%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	37%	65%	74%	75%	70%
b. Developmental completers	55%	52%	54%	59%	65%
c. Developmental non-completers	19%	21%	20%	19%	25%
d. All students in cohort	39%	42%	43%	43%	51%

Performance Indicator	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	17%	28%	28%	40%	35%
b. Asian, Pacific Islander	*	*	*	*	*
c. Hispanic	*	*	*	*	*

*Cohort for analysis is less than 50 students.

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	96%	98%	99%	96%
Graduate satisfaction with transfer preparation	90%	100%	100%	84%	95%
Graduate satisfaction with job preparation	94%	90%	98%	91%	92%
Employer satisfaction with career program graduates	100%	96%	91%	100%	95%

Performance Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	29%	26%	29%	28%	26%
b. Percent non-white service area population, 18 or older	26%	27%	27%	27%	n/a

Campus-Specific Performance Indicator	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark FY 2010
Employer satisfaction with contract training	100%	97%	98%	97%	95%

	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark 2010
Passing rate: Licensed Practical Nurse	98%	98%	100%	100%	95%
Passing rate: Radiologic Tech, AART	100%	100%	100%	100%	95%

BOWIE STATE UNIVERSITY
2009 Accountability Profile

Bowie State University (BSU), an historically black institution established in 1865, is a regional university offering a comprehensive array of baccalaureate programs and selected professionally-oriented master's programs. BSU serves both commuting and residential residents.

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2009 Benchmark
Student satisfaction with job preparation	80%	85%	84%	95%	80%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate	41%	38%	40%	45%	51%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	74%	72%	70%	70%	80%

COPPIN STATE UNIVERSITY
2008 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2009 Benchmark
Student satisfaction with grad/prof school prep	100%	99%	100%	97%	90%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	25%	21%	22%	18%	30%
Six year graduation rate of African Americans	24%	20%	21%	19%	30%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	65%	68%	62%	60%	70%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2009 Benchmark
Employment rate of graduates in Maryland	96%	95%	94%	88%	85%

FROSTBURG STATE UNIVERSITY
2008 Accountability Profile

Frostburg State University (FSU) is a largely residential, regional university offering a comprehensive array of baccalaureate and master's programs with special emphasis on education, business, environmental studies, and the creative and performing arts.

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	97%	89%	91%	89%	89%
Student satisfaction with grad/prof school prep	98%	97%	99%	95%	97%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	56%	55%	59%	57%	62%
Six year graduation rate of African Americans	55%	54%	49%	52%	45%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	75%	76%	72%	78%	80%

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2009 Benchmark
Percent African-American of all undergraduates	15%	17%	20%	22%	16%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Employment rate of graduates	98%	97%	91%	94%	98%

SALISBURY UNIVERSITY
2008 Accountability Profile

Salisbury University is a comprehensive regional university offering undergraduate programs in the liberal arts and sciences, business, and education, as well as a range of pre-professional and professional programs, and select, mostly applied, graduate programs.

Indicator	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Benchmark
Student satisfaction with job preparation	97%	99%	98%	99%	98%
Student satisfaction with grad/prof school prep	99%	99%	99%	100%	98%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	73%	75%	75%	75%	73%
Six year graduation rate of African Americans	66%	63%	58%	64%	63%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	87%	85%	84%	86%	85%

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2009 Benchmark
Percent African-American of all undergraduates	11%	11%	12%	12%	12%

Indicator	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Benchmark
Employment rate of graduates	96%	93%	95%	95%	95%

TOWSON UNIVERSITY
2008 Accountability Profile

Towson University (TU), the largest university in the Baltimore Metropolitan region, serves both residential and commuter students. TU provides a broad range of undergraduate programs in both the traditional arts and sciences and in applied professional fields, as well as selected master's and doctoral-level programs.

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	91%	90%	91%	92%	90%
Student satisfaction with grad/prof school prep	99%	97%	98%	99%	97%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	61%	65%	68%	71%	65%
Six year graduation rate of African Americans	58%	64%	63%	70%	59%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2002 Cohort	2009 Benchmark
Second year retention rate	86%	84%	84%	84%	87%

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2009 Benchmark
Percent African-American of all undergraduates	11%	11%	11%	12%	12%

UNIVERSITY OF BALTIMORE
2008 Accountability Profile

The University of Baltimore (UB) provides career-oriented education at the bachelor's, master's, and professional levels, offering degree programs in law, business, public administration, and related applications of the liberal arts.

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2007	2008 Benchmark
Percent African-American of all undergraduates	30%	35%	34%	38%	39%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Employment rate of graduates	96%	95%	92%	95%	95%

UNIVERSITY OF MARYLAND, BALTIMORE
2008 Accountability Profile

The University of Maryland, Baltimore (UMB) comprises six professional schools that provide training in dentistry, law, medicine, nursing, pharmacy, and social work. UMB also offers combined graduate degree programs with other Baltimore-area institutions and serves as the hub of the region's leading collaborative biomedical research center.

Campus-Specific Indicators

Indicator	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2010 Benchmark
Number nationally recognized memberships and awards	14	15	15	17	11
Number scholarly publications/ activities per full-time faculty	6.5	6.4	7.1	6.6	8.4
Indicator	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2010 Benchmark
Grant/contract awards (\$M)	\$379.4	\$410.0	\$446.5	\$516.0	\$515.5
Number licenses/ options executed per year	22	29	24		24
Indicator	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2010 Benchmark
Graduates in Nursing, Pharmacy, and Dental					
Nursing	154	222	240	288	251
Pharmacy	158	115	114	121	169
Dental	106	103	100	115	126
Number scholarships, grants, and assistantships (\$M)	\$19.9	\$22.1	\$23.6	n/a	\$21.9
Indicator	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2010 Benchmark
Campaign giving, annual (\$M)	\$60.6	\$65.2	\$68.7	\$80.0	
Average grant award	\$192,582	\$234,679	\$240,452	\$225,398	\$238,517
Indicator	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2010 Benchmark
Number days in public service per full-time faculty	11.3	11.5	10.8	11.2	18.8
Indicator	2006 Actual	2007 Actual	2008 Actual	2009 Actual	2010 Benchmark
Annual cost savings as percent of actual budget	2.2%	2.0%	2.6%	n/a	4.0%
Percent of annual IT plan completed	97%	97%	95%	95%	95%

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2008 Accountability Profile

The University of Maryland Baltimore County (UMBC) offers undergraduate, master's, and doctoral programs in the arts and sciences and engineering. Within a strong interdisciplinary framework, UMBC programs link the cultures of the sciences, social sciences, visual and performing arts and humanities, and the professions.

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	97%	89%	83%	85%	90%
Student satisfaction with grad/prof school prep	99%	99%	97%	89%	95%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	63%	64%	65%	66%	63%
Six year graduation rate of African Americans	63%	62%	65%	62%	63%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2002 Cohort	2009 Benchmark
Second year retention rate	88%	88%	89%	90%	90%

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2009 Benchmark
Percent African-American of all undergraduates	14%	15%	16%	17%	16%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Employment rate of graduates	85%	81%	84%	81%	85%

UNIVERSITY OF MARYLAND, COLLEGE PARK
2008 Accountability Profile

The University of Maryland, College Park (UMCP), a comprehensive public research university, is the flagship institution of USM and Maryland's 1862 land grant institution. UMCP offers baccalaureate, master's, and doctoral programs in the liberal arts and sciences, social sciences, the arts, and selected professional fields. UMCP also serves the state's agricultural, industrial, and commercial communities, as well as school systems, governmental agencies, and citizens.

Indicator	2003 Follow-Up Survey	2004 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	89%	89%	93%	93%	95%
Student satisfaction with grad/prof school prep	98%	99%	98%	98%	96%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	79%	80%	82%	82%	80%
Six year graduation rate of African Americans	69%	68%	68%	70%	64%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	92%	93%	94%	93%	95%

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2009 Benchmark
Percent of minority undergraduate students enrolled	33%	33%	34%	34%	35%

UNIVERSITY OF MARYLAND EASTERN SHORE
2008 Accountability Profile

University of Maryland, Eastern Shore, an historically black institution, offers baccalaureate programs in the liberal arts and sciences and in career fields with particular relevance to the Eastern Shore in keeping with its 1890 land-grant mandate, as well as selected programs in master's and doctoral levels.

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	92%	87%	85%	89%	95%
Student satisfaction with grad/prof school prep	83%	95%	95%	96%	85%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	50%	41%	42%	42%	55%
Six year graduation rate of African Americans	51%	41%	42%	43%	57%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	68%	69%	68%	71%	79%

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2008 Accountability Profile

The University of Maryland University College (UMUC) serves primarily working adults enrolled part-time in a broad range of undergraduate and graduate programs delivered online and on sites conveniently located throughout Maryland. UMUC also extends its programs throughout the Nation and the world.

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	98%	96%	97%	98%	97%
Student satisfaction with grad/prof school prep	98%	98%	99%	100%	99%

Indicator	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2009 Benchmark
Percent African-American of all undergraduates	32%	32%	29%	30%	32%

Campus-Specific Indicators	2006	2007	2008	2009	2009 Benchmark
Number online enrollments/registrations worldwide*	153,824	177,516	189,505	196,331	220,000
Number off-campus/distance ed enrollments/registrations worldwide*	243,605	251,800	251,111	253,271	280,000

*Beginning with the 2008 PAR submission, UMUC's online, distance education and off-campus enrollment data includes worldwide enrollment counts instead of stateside-administrated programs only. Previous year data has been updated to reflect this new definition.

MORGAN STATE UNIVERSITY
2008 Accountability Profile

Morgan State University is a teaching institution serving the Baltimore metropolitan area. MSU offers bachelors, master's, and doctoral degrees and gives emphasis to programs in education, business, engineering, and the sciences. Admissions policies target students who rank at the 60th percentile or higher in their graduating class.

Indicator	2006	2007	2008	2009	2009 Benchmark
Student satisfaction with job preparation	97%	95%	86%	96%	98%
Student satisfaction with grad/prof school prep	96%	97%	97%	100%	98%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2009 Benchmark
Six year graduation rate of all students	42%	42%	39%	34%	40%
Six year graduation rate of African Americans	41%	40%	40%	35%	40%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	69%	71%	68%	68%	70%

Indicator	2006	2007	2008	2009	2009 Benchmark
Employment rate of graduates	90%	93%	87%	83%	85%

Campus-Specific Indicators	2006	2007	2008	2009	2009 Benchmark
Percent Other Race of total enrollment	10%	9%	10%	10%	12%
Number of Doctoral Degrees Awarded	40	36	42	36	50
Percent of students receiving financial aid (PELL) grants	47%	47%	50%	47%	50%
Number of African-American degree recipients in STEM fields	157	193	174	207	195

ST. MARY'S COLLEGE OF MARYLAND
2008 Accountability Profile

St. Mary's College of Maryland is the State's public honors college serving a statewide constituency. As a liberal arts college, St. Mary's offers the baccalaureate (BA) and Masters of Arts in Teaching (MAT) degrees. Admissions policies target students in the top quartile of their graduating class.

Indicator	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Benchmark
Student satisfaction with job preparation	87%	96%	90%	85%	94%
Student satisfaction with grad/prof school prep	98%	100%	100%	97%	98%

Indicator	1999 Cohort	2000 Cohort	2001 Cohort	2001 Cohort	2009 Benchmark
Six year graduation rate of all students	80%	83%	75%	79%	76%

Indicator	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2009 Benchmark
Second year retention rate	89%	87%	91%	90%	86%

Indicator	2006 Follow-Up Survey	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Follow-Up Survey	2009 Benchmark
Employment rate of graduates	92%	93%	96%	85%	95%

Campus- Specific Indicators	2006	2007	2008	2009	2009 Benchmark
Graduate/professional school going rate (within one year)	34%	35%	43%	33%	30%
Graduate/professional school going rate (within five years)	65%	65%	59%	59%	50%

